



National Guidelines for Youth and Adult Literacy

2005

Developed by
Curriculum Wing, Ministry of Education, Islamabad,
in collaboration with
Education Sector Reform Assistance Programme (ESRA)

Table of Contents

	Page
Messages	
Acronyms and Abbreviations	
Chapter One: Rationale for Developing National Guidelines for Youth and Youth Literacy.....	01
Chapter Two: Aims and Objectives of the National Guidelines for Youth and Adult Literacy.....	09
Chapter Three: Definition of Literacy in Pakistan.....	11
Chapter Four: Levels of Literacy Skills.....	13
Chapter Five: Gender Specific Provisions for Supporting and Enhancing Literacy.....	18
Chapter Six: Outline for the Functional Content	21
Chapter Seven: Principles for Development of Teaching and Learning Materials for Literacy.....	26
Chapter Eight: Strategies of Delivery	30
Chapter Nine: Assessment of Learner Achievement	36
Chapter Ten: Monitoring and Evaluation of Literacy Programmes	39
Chapter Eleven: Sustaining Literacy	43
Chapter Twelve: Professional Development of Literacy Personnel	47
List of Annexure	54

Annexure-1: <i>National Plan of Action on Education for All</i> (2001-2015) Pakistan, Ministry of Education	55
Annexure-2: Adult Literacy Commitments made during the EFA Conference in Dakar, Senegal (2000)	72
Annexure-3:	73
Lists of Participants for Developing National Literacy Guidelines	
▪ Provincial Technical Seminar- Quetta	
▪ Provincial Technical Seminar- Lahore	
▪ Provincial Technical Seminar- Karachi	
▪ Provincial Technical Seminar- NWFP	
▪ National Technical Seminar and Workshop	
▪ Working Committee	
▪ National Review Committee	
▪ National Steering Committee	
Annexure-4: Monitoring Performas in use by ICT/Islamabad Capital Territory Project and other report formats/checklists in use by EFA Wing, Ministry of Education	89

Message

Education has always been the present Government's top most priority. The Government of Pakistan is striving hard to meet its targets for Education for All. Universal Primary Education and Adult Literacy are the two areas of major concern. Ministry of Education is in absolute agreement with education experts that *Education for All* goals can only be attained by tackling the issue from both ends (i.e. Universal Primary Education and Adult Literacy) by mobilizing plans and resources on a war footing.

It is a matter of concern that Pakistan's literacy ranking is amongst the lowest in the world. The Adult Literacy rate in Pakistan has increased approximately one percent per annum since 1981. However, it is still low in comparison with other South Asian countries despite a lot of work done to eradicate the menace of illiteracy.

I appreciate the efforts of Government and Non-Government Organizations working for the cause of literacy in Pakistan. In fact, it is due to them that the need for nationally defined guidelines for youth and adult literacy was felt and these were framed.

The development of the *National Guidelines for Youth and Adult Literacy* is a major step towards improving the situation of literacy in Pakistan. The Ministry of Education has developed these Guidelines in collaboration with the Education Sector Reform Assistance program (ESRA), a USAID-initiative in Pakistan. The involvement of all principal stake holders working in the field of literacy during the development process has enriched the document, making it needs based and relevant to the prevailing situation at the grassroots level.

I envision the National Guidelines as a valuable reference document laying down a foundation for detailed and specific interventions in the field of Youth and Adult Literacy.

Lt. General (Retd.) Javed Ashraf
Federal Minister of Education
Ministry of Education, Pakistan

Message

Pakistan stands firm on its commitment to fight illiteracy. Eradication of illiteracy is one of the prime tasks on the agenda of the Ministry of Education. Despite significant efforts made during the past decade there still remains a large body of children, youth and adults without access to any form of education necessary for their personal and social development. We cannot afford to lose time or resources any more. With the new devolution plan in place there is great hope for improvement in the literacy situation. New ideas and energies put together will definitely bring a positive change.

The development of the *National Guidelines for Youth and Adult Literacy* is one of the steps taken in this direction. I celebrate with the Curriculum Wing of the Ministry of Education and the Education Sector Reform Assistance Program (ESRA) for developing such a comprehensive document.

The *National Guidelines for Youth and Adult Education* will serve as the culminating point for converging national strategies and synergizing expertise towards achieving the goal of 100% literacy in Pakistan.

Sajid Hassan

Federal Secretary for Education
Ministry of Education, Pakistan

Message

The Education Sector Reform Assistance (ESRA) Program is designed to support the Government of Pakistan in its efforts to achieve strategic, significant and sustainable improvements in education. ESRA supports Education Sector Reforms planned by the Government of Pakistan in order to achieve the Education for All targets. ESRA acknowledges the Government's commitment to invest in education reforms and also recognizes the challenges that the sector faces as a result of the declining quality of the public sector education. The Development of the National Education Policy (1998-2010), Education Sector Reform Plan of Action (2001-2005) and the "Education for All" - National Plan of Action serve as the foundations for building a framework for supporting the Education Sector.

We, at ESRA, firmly believe that Universal Primary Education and Adult Literacy are exceedingly interlinked. Pakistan will be able to achieve Universal Primary Education only supported by a mass literacy movement. The immediate need for coordinated and institutionalized guidelines became paramount; hence, the decision was made to develop national guidelines. Assisting the Ministry of Education in the development of *National Guidelines for Youth and Adult Literacy* has been one of ESRA's national level interventions. We envisage that the National Guidelines will ensure well coordinated efforts in planning and implementing literacy initiatives.

As partners in the development of the National Guidelines we had the opportunity to work in close coordination with the Ministry of Education and literacy stake holders at the National and Provincial levels, both from Government and Non-Government sectors. It was a pleasure working with the motivated and experienced literacy experts brimming with suggestions and recommendations, all geared in one direction. We are confident that the National Guidelines will become an indispensable tool of reference for many more specialized documents focused on improving literacy in Pakistan.

Rafat Nabi
Technical Director Literacy
ESRA

Message

I have been associated with the development of this document from its very initial stages. The National Steering Committee was formulated soon after signing the Memorandum of Understanding with the Education Sector Reform Assistance Program (ESRA). Chaired by the Federal Minister for Education, the National Steering Committee decided the strategy for developing *National Guidelines for Youth and Adult Literacy*. All national and provincial literacy stakeholders/service providers played a vital role in the development of this important document.

I take this opportunity to thank all those who contributed towards the development of the *National Guidelines for Youth and Adult Literacy*. The Curriculum Wing and the Ministry of Education offer gratitude and recognition for:

- Education Sector Reform Assistance (ESRA) Program for their support in development of the Guidelines. The cooperation and technical assistance provided during the process of development has set exemplary standards. Special thanks to Dr Rafat Nabi, ESRA, for her leadership in the process and supervision of all the development activities; Mr. Abul Quasim Sheikh and Ms. Huma Mirza for their facilitation of the seminars and working sessions and the compilation of the Guidelines document.
- International and national NGOs for their quality inputs. The active participation during the seminars and the detailed comments on the various drafts showed their level of interest and dedication to the cause of literacy.
- The Education for All Wing, Literacy and Non Formal Basic Education Department, Government of Punjab, Directorate of Literacy and Non Formal Basic Education, Government of Balochistan, Schools and Literacy Department, Government of NWFP, Directorate of Literacy and Non Formal Education, Government of Sindh, Provincial Textbook Boards, Provincial Bureaus of Curriculum, National Training Bureau and Manpower Division and colleagues at the Curriculum Wing for their professional support.

I am sure the National Guidelines will be used extensively by literacy experts, managers, planners and policy makers in all future endeavours for raising literacy in Pakistan.

Haroona Jatoi

Joint Education Advisor, Curriculum Wing
Ministry of Education, Pakistan

Acronyms and Abbreviations

1	ABES	Adult Basic Education Society
2	ADP	Annual Development Plan
3	AEO	Assistant Education Officer
4	AEPAM	Academy of Education Planning and Management
5	AIOU	Allama Iqbal Open University
6	AKU-EB	Aga Khan University-Examination Board
7	AKU-IED	Aga Khan University-Institute for Educational Development
8	ATLP	Appeal Training Material for Literacy Personnel
8	CBO	Community Based Organization
9	CLC	Community Learning Centre
10	DO	District Officer
11	ECE	Early Childhood Education
12	EDO	Executive District Officer
13	EFA	Education for All
14	EMIS	Education Management Information System
15	ESR	Education Sector Reform
16	ESRA	Education Sector Reform Assistance
17	FPAP	Family Planning Association of Pakistan
18	ICE	International Conference on Education
19	ICT	Information and Communication Technology
20	JEA	Joint Education Advisor
21	JICA	Japan International Cooperation Agency
22	LLLRC	Local Level Learning Resource Centre
23	MOE	Ministry of Education
24	NADRA	National Data and Registration Authority
25	NCHD	National Commission for Human Development
26	NEAS	National Education and Assessment System
27	NGO	Non Government Organization
28	NPA	National Plan of Action
29	NTB	National Technical Board
30	PBSA	Pakistan Boy Scouts Association
31	PRSP	Poverty Reduction Strategy Paper
32	SAL	Supervisor Adult Literacy
33	SMC	School Management Committee
34	TOR	Terms of Reference
35	UNESCO	United Nations Educational, Scientific and Cultural Organization
36	UPE	Universal Primary Education
37	USAID	United States Agency for International Development

Rationale for Developing National Guidelines for Youth and Adult Literacy

Situation Analysis

Education and literacy serve as indicators of development and prosperity for any country. It is unfortunate that Pakistan stands very low in both areas. Focusing on literacy of youth and adults, it is sad to note that Pakistan is one of those countries where only a little more than half of the population is literate.

The Guidelines for a Strategic Framework of Action for the United Nations Literacy Decade [2003-2012], prepared jointly by the Ministry of Education, UNESCO and JICA, Islamabad reports: "At present, Pakistan ranks low on the overall human development index¹ - 144th out of 175 countries. An international comparison of literacy rates in Asian countries also reflects unfavorably on Pakistan. Developing countries like China and India whose literacy rates some 50 years ago were almost the same as those for Pakistan, have achieved considerable progress. India's literacy rate has almost reached 60 percent, while China's literacy rate is above 85 percent. These successes indicate that Pakistan, too, could have made similar strides had it not suffered due to insufficient political will, inadequate financial allocations, and weak institutional frameworks and mechanisms for developing professional expertise in various fields of planning, managing, monitoring and evaluating literacy programmes. See Table on page 2 (Literacy Rates: An International Comparison).

According to the UNESCO Institute of Statistics (2000), Bangladesh, Nepal and Pakistan were the only three countries of Asia that have very low literacy rates, with literacy rates of 40, 41.7 and 54 percent, respectively.

The Literacy Ratio in Pakistan has increased at the rate of about 1 percent per annum since 1981, which is still very low when compared to other South Asian countries. According to the 1981 census the overall literacy rate for the age group years 10+ was 26.2 percent which increased to 34.8 percent in 1990-91; 36.8 % in 1993-94 and 44 % in 1994. The average increase in Pakistan's literacy rate over the past 8 years has been 10 percent. According to the Population Census Report 1998, the overall literacy rate of Pakistan was 43.4 percent with 54.8 percent for males and 32 percent for females.

¹ Human Development Index is based on life expectancy, adult literacy, and per capita income.

Literacy Rates: An International Comparison

Countries	Literacy Rates (15 + years)						
	1990			2000			
	Total	Male	Female	Total	Male	Female	
Bangladesh							
China	35.3	47.1	22.0	40.0	49.4	30.2	
India	77.8	87.0	68.1	86.0	92.1	77.9	
Iran	48.2	61.8	33.7	57.2	68.4	45.4	
Maldives	54.0	64.5	43.3	76.0	83.0	68.9	
Myanmar	91.3	91.2	91.5	96.9	97.0	96.8	
Nepal	80.6	89.1	72.3	84.7	88.9	80.5	
Pakistan(15+)*	25.6	37.6	13.2	41.7	59.4	24.0	
Sri Lanka	34.8	47.3	21.1	43.2	57.4	27.9	
	88.4	93.4	83.5	91.6	94.4	89.0	

Source: *Guidelines for the Strategic Framework of Action* for the United Nations Literacy Decade in Pakistan (Produced by: Ministry of Education, UNESCO, JICA, Islamabad, Pakistan).

Literacy Rates in Pakistan, 1998

	Urban %		Rural %		Total %		
	Male	Female	Male	Female	Male	Female	Both
Pakistan	70.0	55.2	46.2	20.1	54.8	32.0	43.9
Islamabad	83.2	69.7	75.1	48.8	80.6	62.4	72.4
Punjab	70.9	57.2	50.4	24.8	57.2	35.1	46.6
Sindh	69.8	56.7	37.9	12.2	54.5	34.8	45.3
NWFP	67.5	39.1	47.7	14.7	51.4	18.8	35.4
Balochistan	58.1	33.1	25.8	7.9	34.0	14.1	24.8

National Plan of Action for Pakistan (2003).

*Projected figures 54% total (male 66%, female 42%)

The provincial literacy rates range between 24.8% for Balochistan to 72.4% for Islamabad Capital Territory. See table (*Literacy Rates in Pakistan, 1998*).

According to *Literacy Trends in Pakistan, UNESCO Office, Islamabad*:

“Variations in the literacy rates of different districts of Pakistan deserve special consideration for developing future strategies for the promotion of literacy in the country. As far as under-developed districts are concerned, unless these are not brought at par with comparatively developed districts, gender disparities are not likely to be eliminated. Further, it is inconceivable to promote balanced socio-economic development in the country without removing such sharp disparities in the field of literacy and basic education. The challenge has to be taken up by the new district governments, as well as new elected government as a joint venture with a strong “political will.” The table on the following page (District Wise Literacy Profile in Various Regions of Pakistan during 1998 : Age 10 years and above) presents a district wise ranking of literacy. It is encouraging to see districts from Low Literacy rise up to join districts of High Literacy ranking. Successful case studies can serve as models; the tested strategies can be replicated in other areas as well.

Brief History of Youth and Adult Literacy Programmes over the past five decades

Pakistan has had a long history of Youth and Adult Literacy Programmes over the past five decades. Though efforts to eradicate illiteracy have featured in a number of government and non-government programmes, the thrust against illiteracy has remained disjointed and inconsistent.

Presented below is a brief sketch of the history of literacy in Pakistan. The state of education and literacy in particular was of concern to the policy makers of the newly created Pakistan.² Focus on devising strategies to promote literacy featured regularly from 1947 onwards.

- All Pakistan Educational Conference - 1947
Recommendations for promotion of literacy and adult education
- Pakistan Educational Conference - 1951
Recommendations for establishment of 8,953 adult education centres
Budget allocation for running the centres
- Commission on National Education - 1959

² Source: *Literacy Efforts in Pakistan--From Rhetoric to Action*, by Dr Abdul Ghafoor & Arshad Saeed Khan

District Wise Literacy Profile in Various Regions of Pakistan during 1998

(Age 10 years and above)

	Punjab	Sindh	NWFP	Balochistan
Very High 59.77% and above	Rawalpindi, *Gujrat, *Jehlum, Lahore	Karachi East, Karachi South, Karachi Central		
High Level 45.00%- 59.77%	**Attock, Chakwal, **Sargodha, *Faisalabad, Toba Tek Singh, Mandi Bahuddin, *Gujranwala, Narowal, Sialkot	Karachi West, *Sukkur, Malir	*Abbotabad, Haripur	Quetta
Low Level 30.23%- 45%	Bhakkar, Khushab, **Mianwali, Hafizabad, **Sheikhupura, **Shahiwal, **Multan, Khanewal, **Kasur, **Vehari, Pakpattan, Layyah, **Bahawalpur, *Bahawalnagar, **Jhang, D.G. Khan, Okara, Rahim yar khan	Nausharo Feroze, **Shikarpur, **Larkana, Khairpur, Nawabshah, Dadu, Hyderabad, Sanghar, Mirpurkhas	**Malakand P.A., **Chitral, **Peshawar, Nowshehra, Manshera, Swabi, **Kohat, **Bannu, Charsadda, **D.I Khan, Karrak, **Mardan, Hangu	Ziarat, **Panjgur, Pishin
Very low Level 30.23% and below	Lodhran, Muzfargargh, Rajapur	Jacobabad, Ghotki, Badin, Thatta, Umerkot, Tharparkar	Upper Dir, Swat, Lower Dir, Shangla, Kohistan, Tank, Bunair, Batagram, Hangu, Laki Marwat	Killa Abdullah, Chaghi, Kohlu Loralai, Barkhan, Zhob, Sibi, Musakhel, Killa Saifullah, Kech, Jafarabad, Dera Bugti, Nasirabad, Jhal Magsi, Gwadar, Bolan, Kalat, Mastung, Khuzdar, Awaran, Kharan, Lesbela

Source: *Literacy Trends in Pakistan*, UNESCO Office, Islamabad

* These districts were in the Region of Low Literacy in 1981.

** These districts were in the Region of Very Low Literacy in 1981.

Highest: Karachi Central (76.00%)

Lowest: Musakhel (10.37%)

Recommendations for measures to eradicate illiteracy among adults:

- School children to teach illiterate parents
- Undergraduates to teach at adult literacy centres
- Each one teach one
- Economic motivation for literacy
- Compulsory Primary Education

All National Education Policies included serious plans for promoting and supporting literacy to improve the state of education in the country. For details see:

- Proposals for a New Education Policy - 1969
- Education Policy - 1970
- Education Policy 1972 - 1980
- Education Policy - 1979
- Literacy Amendment Act - 1987
- National Education Policy - 1992
- Education Policy - 1998-2010

(For details consult: *Literacy Efforts in Pakistan—From Rhetoric to Action*, by Dr Abdul Ghafoor & Arshad Saeed Khan)

Literacy Commissions

- Literacy and Mass Education Commission (LAMEC) 1981
- National Education and Training Commission (NETCOM) 1989
- Prime Minister's Literacy Commission (PMLC) 1995
- Chief Executive's Literacy Commission - 2001
- Pakistan Literacy Commission (PLC) 2000 - 2001)
- EFA Wing 2000 Ministry of Education

The creation of Literacy and Mass Education Commission (LAMEC) in 1981 provided a strong base to implement literacy plans. LAMEC was later reorganized and renamed as National Education and Training Commission (NETCOM) in 1989. Prior to the establishment of the Literacy and Mass Education Commission (LAMEC) in 1981, literacy efforts were conducted through various Education Departments as well as through Provincial Departments of Local Governments and Rural Development Departments. The Education Departments, struggling to implement compulsory primary education, de-prioritized literacy targets, resulting in multiplying numbers of illiterates.

Literacy Programme/Projects

Notable Programmes and Projects launched since 1958 have been the following:

- Village Aid Programme 1958-61
- Literacy Programme under Basic Democracies 1964-69
- People's Works Programme - 1973
- Literacy Programme through Local Councils in Punjab 1974-81
- Literacy Programme in Sindh and NWFP 1973-80
- National Literacy Programme 1985-86
- Iqra Pilot Project 1986
- Nai Roshni Schools 1987-88
- Quranic Literacy Project 1992-94
- Eradication of Illiteracy from selected areas of Pakistan 1992-94
- Crash Literacy Programme 1998
- T.V Literacy Programme 1975-81 (Phase 1) 1992-95 (Phase 2)
- Adult Literacy Project in Islamabad Capital Territory(ICT) 2001
- Adult Literacy and Vocational Educational Project, Punjab
- Ujala Project, Punjab

(For analyses of the programme and projects please see Annexure: 1: *National Plan of Action* Chapter 4)

Literacy Programmes by NGOs³

Supplementing the Government's efforts, NGOs have also launched programmes in basic education and literacy at the provincial and local levels. Some of the programmes run by well-established NGOs are reported to be very effective.

Non-governmental Organizations (NGOs) have been actively involved in the promotion of literacy and adult education since 1990. In 1992, NGOs were involved in the project called, "Eradication of Illiteracy from the Selected Areas of Pakistan." Thereafter, NGOs have been coming forward in the field of literacy and non-formal education. Some NGOs have made immense contributions towards eradication of illiteracy. Some of the leading NGOs involved are: Adult Basic Education Society (ABES), Punjab Social Services, and BUNYAD (recipient of the International Literacy Award for literacy work in Punjab). The National Commission for Human Development has also been successfully running literacy campaigns. Additionally, other campaigns worth mentioning are those done by SHOAA in Balochistan, Khyber Welfare Association in NWFP, Pakistan Boys Scouts Association (PBSA), Girl Guides Association of Pakistan, and the Family Planning Association of Pakistan (FPAP).

Other literacy efforts during the past also included:

- Cash incentives for learners and teachers
- Involvement of village committees in promotion of literacy
- Literacy in the workplace

Reasons for Low Literacy Rates

Despite continuous efforts to eradicate the menace of illiteracy from the country, the number of illiterates has grown each year. If the institutional history of literacy in the country is studied carefully, it will be observed that almost all commissions, programmes and projects were discontinued without completing the planned period.

Including the inconsistency of programmes there are a number of reasons for low rates of literacy in Pakistan. Some of the reasons are:

- Weak institutional infrastructure
- Discontinuation of programmes due to political interference
- Lack of political will
- Ineffective strategies
- Lack of structured literacy and post literacy materials for learners and teachers⁴ (A number of literacy primers and functional literacy materials prepared by Government and Non Government Organizations are available in the market. However, there is a need to establish minimum learning standards and guiding principles for materials development.)
- Lack of training and professional development for literacy personnel
- Lack of independent research – no record of success stories related to improvement in life after acquisition of literacy
- Absence of certification and equivalence for literacy courses
- Need for infrastructure to conduct monitoring and evaluation
- Lack of post-literacy programmes to sustain literacy
- Lack of community participation in literacy efforts

(For detailed analysis refer to *Literacy Efforts in Pakistan – From Rhetoric to Action* by Dr Abdul Ghafoor & Arshad Saeed Khan.)

³ Source: *National Plan of Action on EFA (2001-2015)*: GoP, MoE

⁴ Review report on *Literacy Materials in Pakistan* in process under ESRA.

Apart from these shortcomings, there are also extrinsic factors that have contributed to the failure of the literacy programmes and consequently to the rise in the number of illiterates.

Some of the extrinsic factors are:

- Poverty
- Rapid Population Growth
- Child Labor
- Slow pace of attaining Universal Primary Education
- Increase in number of school drop outs
- Gender disparities

Learning from the above issues from the past, several needs have been identified:

- Development of a strong and viable base for Youth and Adult Literacy
- Ensuring political advocacy and commitment
- Implementation of National Education Policies/Programmes
- Integration of Global Commitments with National Goals
- Assuring availability of funds
- Involvement of the community in raising literacy ranking and standards
- Provision for capacity building and professional development of literacy personnel
- Preparation of National Guidelines and learning standards, focusing on a practical curriculum, including income generating skills
- Setting up of Literacy Non Formal Basic Education Department, Punjab

Plans to address each of the above needs are being developed. It is clearly understood that education in general and *Education for All* in particular are the key factors for achieving long term macro- and micro-economic goals especially those pertaining to poverty reduction and human development.

The commitments made during the World Conference on Education for All in Jomtien, Thailand (1990) was revised and endorsed after a decade during the World Education Forum in Dakar, (2000) and now serves as the framework for planning and implementing education policies and programmes. (See Annexure 2: *Adult Literacy Commitments* made during the EFA Conference in Dakar, 2000,)

The absence of National Guidelines for Youth and Literacy and minimum learning standards was one of the prime areas requiring immediate attention. Keeping in line with the course of action determined in the National Plan of Action on Education for All (2001-2015 Pakistan), the Ministry of Education decided to develop National Guidelines for Youth and Adult Literacy on a priority basis.

Road Map for Developing National Guidelines for Youth and Adult Literacy

A Memorandum of Understanding was signed between the Ministry of Education and the Education Sector Reform Assistance (ESRA) Programme for collaboration in the development of the National Guidelines. Under the direction of the National Steering Committee, the Curriculum Wing, in collaboration with the Technical team of ESRA, prepared the plan for the development process. In accordance with the strategy, provincial and national technical forums were organized in order to obtain recommendations from literacy stakeholders in the country. The participants of the technical forums comprised of officials representing the Provincial Departments/Directorates of Literacy, representatives from Provincial Institutes of Teacher Education (PITE), teacher educators, academicians, representatives from NGOs involved in literacy projects/programmes, and individuals possessing experience in the area of literacy and adult education (See Annexure 3: *List of Participants and Committee Members.*)

The draft guidelines were prepared in light of the discussions and recommendations made during the provincial and national seminars, drawing from the available international and national literature. A Working Committee was set to review and discuss the draft guidelines. The Working Committee comprised of the following members:

1. Representatives from the Provincial Bureaus of Curriculum
2. Representatives from the Provincial Textbook Boards
3. Representatives from the provincial Directorates of Literacy and Non Formal Education (Department in the case of Punjab)
4. Representatives from leading NGOs working in the field of literacy and subject specialists
5. Experts from EFA Wing, Curriculum Wing, ESRA, Allama Iqbal Open University, National Language Authority, UNESCO, JICA, National Commission for Human Development (NCHD), Aga Khan University Examination Board, AKU Institute for Educational Development, and National Technical Board and Manpower Division

The agreed suggestions and recommendations forwarded by the Working Committee were incorporated and the final draft was presented to a Review Committee comprising of the following:

- Working Committee members
- National Steering Committee members
- Chairpersons of Provincial Textbook Boards
- Chairpersons of Provincial Bureaus of Curriculum
- Chairman National Book Foundation
- Joint Educational Advisor, "Education for All" Wing
- Secretary, Department of Literacy and Non Formal Basic Education, Government of Punjab

The comments received by the Review Committee were incorporated in the final document which was then reviewed by Joint Educational Advisor from the MoE Curriculum Wing and Component Leader for Youth and Adult Education, ESRA. The document will be distributed to all key stakeholders in the public and private sector.

Aims and Objectives of the National Guidelines for Youth and Adult Literacy

Aims

- To provide a rational basis for policy formulation to make Pakistan a literate society, thereby providing equal opportunities to all citizens, enabling them to develop their full capacities, to live and work with dignity, to improve their quality of life, to be able to make informed decisions and to continue learning.
- To facilitate government and non government literacy planners and service providers in designing effective literacy programmes that result in the achievement of a uniform level of minimum learning standards which are flexible enough to accommodate regional, cultural, environmental and ethnic values of learners.

Objectives

The objectives have been developed and formulated keeping in view the recommendations of the provincial and national seminars and the working committee.

1. To make recommendations to determine levels of literacy and literacy skills for each level
2. To suggest gender specific provisions for supporting, enhancing and sustaining literacy
3. To conceptualize functional literacy and to suggest a curriculum outline for functional literacy in order to equip the learners with knowledge, skills, values and attitudes for improving the quality of life
4. To extend guidance on principles for development of teaching and learning materials for literacy
5. To propose measures for revitalizing current delivery practices and envisioning vigorous strategies based on public-private partnerships
6. To propose an efficient organizational infrastructure for effective planning and execution of literacy programmes
7. To propose effective mechanisms for assessing learner achievements
8. To propose an operative system for monitoring and evaluation of literacy programmes, leading to continuous quality improvement, greater efficiency and higher productivity
9. To propose measures for sustaining literacy
10. To establish an effective management information system for Literacy (Lit.MIS), for the generation of relevant and up to date information for planning purposes
11. To formulate a set of principles that may be useful in developing a systematic programme for capacity building and professional development of literacy personnel.

While preparing the Guidelines, the following factors have also been considered:

- i) The role of research in fostering and promoting literacy
- ii) Role of media extending beyond creating awareness, contributing towards eradicating illiteracy and ignorance, e.g. combining entertainment and information for delivery of functional content. It is expected that the possibilities of this potential of the media will be more fully utilized by the Curriculum Developers and subsequently by the Materials Development teams.
- iii) Media campaigns for creating awareness should also have some format duly approved by the Provincial Department of Education and Department for Literacy and Non-formal Education in Punjab.

Definition of Literacy in Pakistan

Specific Objective

To recommend a revised definition of literacy in order to stay in line with the changing global context

Situation Analysis

Redefining literacy in the Pakistani context has become extremely important in the wake of the rapidly changing global and national perspectives. Literacy is no longer envisaged as merely acquiring the basic skills, e.g. reading, writing and arithmetic. The meaning of the term literacy has now extended to include the knowledge to do things in a better way, whereby making a difference to self and the society. It is an established fact that literacy does provide choices for work and it provides the alternatives which could lead to a positive change.

The definition of literacy in Pakistan has undergone a number of changes during the past fifty years. The table on the next page provides the changing definitions of Literacy in Pakistan since 1951.

Strategy for Arriving at an Agreed Definition of Literacy

During the Provincial Technical Seminars organized by the Curriculum Wing, MoE and ESRA, participants from all provinces agreed that there was need to redefine literacy. The participants at the Provincial seminars and workshops thoroughly discussed the possible definition of literacy and a number of definitions were proposed.

During the National Seminar and Workshop (3 April 2004) it was decided that the post-1998 definition of literacy agreed during the *National Workshop on Reconciliation of EMIS Data* should be considered as the proposed definition for adoption at the national level. This workshop was held in Islamabad, March 2002, and was organized by Academy of Educational Planning and Management and Ministry of Education, P&D Wing, Government of Pakistan, with support from the European Commission, SAPP II Coordination Office.

Definitions and status of literacy in different census years of Pakistan

Census Year	Definition of Literacy	Age Group
1951	One who can read a clear print in any language	All ages
1961	One who is able to read with understanding a simple letter in any language	Age 5 years and above
1972	One who is able to read and write in some language with understanding	Age 10 years and above
1981	One who can read a newspaper and write a simple letter	Age 10 years and above
1998	One who can read a newspaper and write a simple letter, in any language	Age 10 years and above

Literacy Trends in Pakistan, UNESCO Office Islamabad: December 2003.

After considering several definitions, it was considered appropriate to keep 1998's definition as basis for literacy guide line.

The above definition is in line with the basic and functional literacy goals presented and discussed during an International Seminar on Literacy, "Proposed Framework and Strategies for Developing National Curriculum for Literacy" held on 20-21 January, 2003 and organized by UNESCO, Islamabad. The literacy goals are given below:

- **Basic Literacy**

To enable the learner to read a simple paragraph with understanding, write a letter and make simple calculations.

- **Functional Literacy**

To equip the learner with knowledge, skills, values and attitudes for improving the quality of life.

Levels of Literacy Skills

Specific Objective

To make recommendations for determining levels of literacy and literacy skills for each level

Situation Analysis

Similar to the formal education system, the curriculum framework for literacy, particularly for youth and adults, also demands skills to be spread over levels of achievement. Though general principles of education also apply to literacy, it is important that while ascertaining learning levels, the plan and sequence needs to be more flexible and open. The functional knowledge conveying the literacy skills should be sequenced so that understanding matures as literacy competencies improve. While determining the levels for acquiring literacy skills it is important to bear in mind that adults have considerable background knowledge and general skills. This store of information, skills and attitudes provides a different baseline for learning as compared to that of school children.

In the absence of a National Curriculum, minimum learning standards and levels for literacy programmes, non-government and government organizations have been managing and running literacy programmes while developing and producing their own teaching and learning materials. These materials (including primers for basic skills) have, in many cases, successfully achieved the literacy targets. However, this haphazard approach has also allowed cases where the materials have fallen short of standards in areas of both basic and functional literacy, thereby wasting precious time and resources of the learners and facilitators. This situation exacerbates the need for determining levels and setting minimum learning standards for literacy.

Recommendations for Determining Levels of Literacy and Literacy Skills for Each Level

The three-level literacy skills design adopted in almost all Pacific and Asian countries has also been proposed for literacy programmes in Pakistan. Literacy programmes being run by a few government and non-government organizations are following three level designs (though not exactly according to the prescribed three levels of literacy).

This is a proposed model: the National Curriculum will provide a more detailed framework for minimum learning standards and expected outcomes at each level.

Level 1 - Basic
Level 2 - Middle
Level 3 - Self-Learning

Level 1-Basic

Target Learners: Adult men and women who have never attended school or have dropped out of school before acquiring literacy skills.

After completing this level, learners will have acquired the following competencies:

Competencies for Level 1-Basic

Reading	Writing	Numeracy	Communication and Problem Solving
<ul style="list-style-type: none">Read and understand simple sentencesRead and understand signboards, posters and labels of drugs/medicinesRead and understand simple printed paragraphs and lettersRead and recognize numbers 1-1000Read prices printed on items	<ul style="list-style-type: none">Write own name, father's name, village, city, addresses etc.Write simple sentences. Convey simple messages in writing.Write numbers up to 1000.	<ul style="list-style-type: none">Recognize and count numbers 1-1000Add and subtract up to 3 number digitsUnderstand the principles of simple multiplication and division up to 3 digitsSolve problems related to dates, days, months and yearsCompute prices of daily life items	<ul style="list-style-type: none">Communicate with clarity (using correct grammatical cues e.g. appropriate use of verbs, pronouns etc) simple messages, orally and in writing.Use literacy and numeracy skills in daily life, eg. Be able to read and write dates of birth, expiry dates on medicines etc.Report incidents using simple language

Level 2-Middle

Target Learners: Adults who have acquired literacy skill competencies specified for Level 1-Basic.

After completing this level learners will have acquired the following competencies:

Competencies for Level 2-Middle

Reading	Writing	Numeracy	Communication and Problem Solving
<ul style="list-style-type: none">■ Read newspaper headings and sub headings, directions and instructions.■ Read and comprehend stories, songs, directions, instructions, and simple paragraphs of a newspaper	<ul style="list-style-type: none">■ Record simple messages■ Fill simple forms and receipts■ Write simple notes and sentences	<ul style="list-style-type: none">■ Demonstrate addition and subtraction up to 5 digits■ Apply basic skills of addition, subtraction multiplication and division for problem solving (preparing budgets, buying and selling etc)■ Understand basic measurements, time, money, length, weight volume	<ul style="list-style-type: none">■ Further improvement in communication, better speaking and corresponding skills■ Express views on any social issue/incident

Level 3-Self Learning for advanced learners (not mandatory)

Target Learners: Adults who have acquired literacy skill competencies specified for Level 2-Middle.

After completing this level learners will have acquired the following competencies:

Competencies for Level 3-Self Learning

Reading	Writing	Numeracy	Communication and Problem Solving
<ul style="list-style-type: none">■ Analyze and synthesize main ideas of any reading material■ Comprehend and discuss the reading material■ Read, understand and interpret simple paragraphs■ Read tables and graphs	<ul style="list-style-type: none">■ Write one or two page essays and paragraphs■ Communicate in writing by writing reports, applications and personal letters■ Present information in the form of simple tables, drawing and geometrical figures	<ul style="list-style-type: none">■ Multiplication and division of 3 digit numbers■ Solve daily life problems requiring counting of money, measurement of length, weight and capacity■ Simple fractions, Unitary Method■ Understanding and calculating percentages and averages	<ul style="list-style-type: none">■ Organize/participate in Community Learning Centre (CLC) activities■ Visit a library in the community■ Acquire computer literacy. Solve problems based on basic measurements.■ Advocate for self and or issues■ Identify personal learning goals and find materials by self

Some literacy experts consider achieving level 3 competencies as over-ambitious. The final decision will rest with the Curriculum Development Team.

Proposed Duration of Literacy Programmes

In order to achieve the aims and objectives specified in the curriculum content, it is important to specify the duration for each level. Most literacy experts from Asian countries claim that in order to acquire the competencies to fulfill the requirement of all the three levels will require around 250 hours. Similar observations were recorded during the discussions and recommendations in the provincial and national technical seminars on the development of National Guidelines. The proposed time frame of 250 hours includes specific time for introduction of new concepts/work, as well as time for exercise and revision of concepts learnt earlier. The instructional time has been apportioned over the three levels in the approximate ratio of 3:2:1. Maximum time has been allocated to Level 1 as it is understood that acquisition of Basic Language Skills takes more time. Once the competencies required to read and write and the ability to demonstrate knowledge of basic numeracy have been mastered, the pace for learning and teaching can be accelerated.

Suggested Division of Instructional Time over the Levels

Level	Total Time (Hours)	Hours for Introducing New Concepts/Work	Hours for revision
1	130	90	40
2	80	60	20
3	40	30	10
Total	250	180	70

Source: *Guide Book 1 -ATLP Per Mabni Khwandagi Programme Ki Tameer o Tashkeel*: UNESCO/APPEAL/PROAP.

The proposed duration is not based on any empirical research in Pakistan. The duration proposed is based on the grid provided in *Guide Book 1 – ATLP Per Mabni Khwandagi Programme Ki Tameer o Tashkeel* (UNESCO/APPEAL/PROAP). The guidebook was translated and adapted by a group of literacy experts and field workers during focus group sessions. The duration can be validated through research. The division of instruction time should be considered flexible, given the provision for rearrangement to suit specific needs of the learners.

Gender Specific Provisions for Supporting and Enhancing Literacy

Specific Objective

To suggest gender specific provisions for supporting, enhancing and sustaining literacy

The proposed provisions for enhancing and supporting literacy are for both male and female learners. Keeping in view the special biological, physical and social needs of female learners, specific measures are proposed to facilitate them. Female learners often face social problems that are peculiar to their gender. Of the many, some worth mentioning are: restrictions on movement, low position in the family and society, no decision making powers, domestic responsibilities demanding excessive physical and mental inputs.

Keeping in view the number of female illiterates, which is much higher in comparison with the number of male illiterates, it is important to plan and implement special provisions for promoting female literacy.

Venues for Literacy Centres

Identification of location for literacy centres should be according to the concentration of the illiterate population in a certain area. Initially, the number of illiterates can be obtained by carrying out surveys or through social mapping of the village/area. It is hoped that this activity will be carried out more accurately when EMIS data will include literacy sub-sections.

In the case of male learners, literacy centre venues can be identified by communities; school buildings and centrally located community centres can be utilized for literacy centres. Work-places, like factories, can also be utilized after working hours. In the case of female learners, it is very important to bear in mind the accessibility and acceptability of the literacy centres. Houses of socially-accepted area notables and influential persons can serve as literacy venues for women. Participation by locally influential persons will also lend credibility to the activity and serve as a motivational instrument for other learners.

Duration and Timing

Literacy class timings can be 2-3 hours per day, six days a week or, alternatively, they could be five days a week with Sundays, Fridays or both days off. Selection of the off day may be left to the communities; similarly the duration and timings can be determined according to the convenience of the learners and in accordance with needs and norms of the area. The class schedule, no matter how flexible, should be displayed at the Literacy Centre, in order to facilitate the monitoring personnel.

Mothers with Babies

Mothers should be allowed to take their infants/children to the centres under certain rules and regulations. If available, a separate room for babies could be provided wherever possible. This is however, not a compulsory condition as it has been observed that mothers have been able to learn even with their infants and small children in the same room. It is advised that literacy centres with Day Care Centres should specifically include Early Childhood Education focusing on child care and child rearing.

Trainers

Educated males and females from the same community, health visitors, school teachers, learning facilitators, social organizers and programme associates or assistant district officers can be trained as master trainers for literacy facilitators/teachers. These master trainers can develop a team of literacy facilitators.

Income Generation Skills

Income generation skills can be integrated with the functional literacy skill's in accordance with specific needs. Inclusion of income generating skills will also have cost implications as any such activity may require equipment, a trained instructor, and raw materials. The curriculum should provide income savings/credit information activities in situations with budgetary constraints. The inclusion of income enhancing skills will also serve as a motivational tool for both male and female learners. It is interesting to note that females prove to be more active learners in terms of attendance and participation. One reason for this difference in interest and motivation levels between the male and female learners could be that females hardly get any opportunities to socialize. In contrast most male members get ample opportunities for socializing and entertainment; it is therefore extremely important for the literacy campaign to promote the utility and benefits of the programme to male learners.

It is important to bear in mind that the significance of literacy should not be overruled by relating it too staunchly with income generation skills as this may undermine the long term impact of literacy.

The literacy centre should also encourage community participation for supporting provision of materials and promotion of the products. Links should be established with intersecting interests of the other federal departments (Agriculture, Labour and Manpower, Social Welfare, Local Industries and Crafts persons) and with NGOs working for the provision of income generation, especially for establishing a market for the goods produced by the learners and by providing further specialized training where possible.

Special Content for Supporting and Enhancing Female Literacy

The list of topics suggested below are in addition to the areas and topics listed in Chapter Six, "Outline for the Functional Content." These topics are of specific relevance to female learners and should be made a part of the literacy curriculum for female learners. All literacy centres for females should attempt to make arrangements, wherever possible, to address these areas of special interest, by providing supplementary reading materials, arranging open discussions, debates and dramas etc.

Proposed Topics

1. Early marriages
2. Female abuse
3. Dowry
4. Status of women in Islam
5. Islamic marriage laws
6. Legal rights of women, inheritance
7. Borrowing money
8. Quarrels (Domestic Disputes)/Conflict Resolution
9. Child abuse
10. Responsibility of the mother in upbringing of children and looking after the family
11. Education of girls
12. Female empowerment
13. Gender equity
14. Gender discrimination
15. Role of the mother
16. Role of family members, elders
17. Dangers of illiteracy
18. Peace education
19. Home decoration
20. Balanced diet
21. Cooperative schemes
22. Principles of saving
23. Raising family incomes
24. Community development
25. Cooking for special events
26. Managing social and family gatherings

Outline for the Functional Content

Specific Objective

To conceptualize functional literacy and to suggest a curriculum outline for functional literacy in order to equip the learners with knowledge, skills, values and attitudes for improving the quality of life

Background

The concept of literacy has been radically redefined with the changing global scenarios. What is understood by the term “literacy” may vary from area to area and culture to culture, but it is clear that acquiring literacy in the present times goes beyond the acquisition of the basic skills of reading, writing and simple calculations. The modern concept of literacy includes knowledge, skills and values that will contribute towards bringing about improvement in the life of the learner, thereby creating a positive impact on the society. For the sake of simplicity, literacy has been broadly categorized under two sections:

- Basic Literacy - dealing with the basic skills of reading , writing and numeracy
- Functional Literacy – dealing with knowledge, skills and values leading to an improved life, subsequently leading towards a better family, society and eventually a better world.

The proposed functional literacy content should identify areas of knowledge and skills according to the needs of the Pakistani society, focusing on preparation of varying roles in the work force. Care should be taken by the curriculum development team to integrate functional literacy levels with the needs of the individuals, taking into account area specific professional requirements.

As mentioned earlier, literacy has become an ever changing concept, so much so that the literate of tomorrow would be one who could effectively use the computer for day-to-day business. The vision for the United Nation’s Literacy Decade (UNLD) endorses the concept of multiple literacies: “In order to survive in today’s globalized world, it has become necessary for all people to learn new literacies and develop the ability to locate, evaluate and effectively use information in multiple manners. . . Literacy is central to all levels of education, especially basic education, through all delivery modes – formal, non-formal, informal. *Literacy for All* encompasses the educational needs of all human beings in all settings and contexts, in the North and the South, the urban and the rural, those in school and those out-of-school, adults and children, boys and girls, and men and women.” (17.3: *Literacy for All: The Vision and Literacy Trends in Pakistan*, UNESCO Office Islamabad, December, 2003.)

The minimum learning standards for basic literacy were discussed in detail in Chapter 4: “Levels of Literacy.” This chapter will present the outline proposed for functional literacy. The functional content of a literacy curriculum should be based on real needs of the learners and at the same time be

in line with contemporary needs and issues. The knowledge imparted through the functional curriculum should not only create awareness but also instill a quest to continue learning. While the adult learners are in process of acquiring reading and writing skills, they also need to acquire knowledge and skills essential for not merely surviving but also for improving the quality of life. The delivery of the Functional Curriculum should commence alongside the delivery of the Basic Literacy Skills Curriculum. During the pre-reading stages, the teacher/facilitator could employ teaching methodologies other than reading, for communicating the desired concepts and messages, gradually leading the learner through specially designed material to the Self-Learning Stage where he/she is able to read and understand authentic materials.

Proposed Content for Functional Literacy

Messages and concepts for delivery of these topics/areas will be developed by the curriculum specialists and any other topics of relevance will be added to the list. It is understood that the curriculum experts will develop messages/concepts and guidelines for the material developers respecting cultural norms, especially in case of sensitive issues like STDs, AIDS etc. The details of the proposed content will be determined according to the needs and levels of the learners, some of the topics proposed may be considered more appropriate for the post-literacy level. The list of proposed topics will be developed into a formal curriculum document as per the needs of the learners.

Main Area	Specific Topics
A. Religion, Civic Sense and Social issues	<ul style="list-style-type: none"> ▪ Recitation/ Quaida ▪ Tenets of Islam/ Obligations of a Muslim ▪ Islamic values/Human Rights as provided by Islam/ Ethics for Non Muslim Learners ▪ Citizens' rights and duties ▪ Human rights-Equal rights for all ▪ Child labour and children's work ▪ Peaceful co-existence: patience, tolerance, acceptance of others' points of view ▪ Conflict Resolution ▪ Social Inequities ▪ Social Exclusion ▪ Social Empowerment ▪ Corruption ▪ Dowry and excessive expenses on marriages ▪ Traffic Rules/Road Safety
B. Hygiene	<ul style="list-style-type: none"> ▪ Personal Hygiene ▪ Clean Food ▪ Clean Home and Environment ▪ Clean Dress ▪ Healthy Habits ▪ Waste Disposal ▪ Clean Drinking Water

<p>D. Income Generation Skills (All efforts should concentrate on specialization so that quality products having better market value are produced)</p>	<p>Dignity of labour</p> <ul style="list-style-type: none"> ▪ Weaving ▪ Blacksmith ▪ Painting ▪ Animal Husbandry ▪ Agricultural Skills (Area Specific) ▪ Mushroom Growing ▪ Food Preservation, Pickle Making, preparing jams and jellies etc ▪ Basket Making ▪ Book Binding ▪ Interior Decoration ▪ Flower making ▪ Toy making ▪ Beautician ▪ IT (Basics) ▪ Typing and Composing ▪ Computer Hardware (Basics) ▪ Tailoring ▪ Receptionist ▪ Telephone Operator ▪ Bicycle Repair ▪ Dental Assistant ▪ Silkworm Breeding ▪ Cooking ▪ Area Specific Income Generation Skills (Mining, Stone Cutting, Jewellery Making etc.)
<p>E. Mother and Child care</p>	<ul style="list-style-type: none"> ▪ Lactation and breast feeding ▪ Looking after the new born ▪ Immunization and Vaccination ▪ Early childhood ailments ▪ First aid ▪ Household hazards for children ▪ Monitoring growth ▪ Early childhood education ▪ Children's activity and play at different ages ▪ Diet of the mother ▪ Infant mortality

F. Daily life business	<ul style="list-style-type: none"> ▪ Maintaining a household budget ▪ Maintaining accounts for small enterprises ▪ Opening a bank account. ▪ Saving schemes ▪ Filing an FIR ▪ Filling up Money Order, ID, passport, bank account/cheques, nikahnama, birth registration and other forms ▪ Applications (for bank loan, initiating small enterprises etc.) ▪ Other forms in common use ▪ Awareness of public service departments Leadership ▪ Time management ▪ Paper management
G. Environment and Pollution	<ul style="list-style-type: none"> ▪ Conservation of Natural Resources and other issues ▪ Conservation of the Eco system ▪ Animals and wild life ▪ Forests ▪ Soil ▪ Air ▪ Water ▪ Trees and plants ▪ Electricity ▪ Gas ▪ Waste disposal and management ▪ Water - pure and clean water for drinking, avoiding waste ▪ Noise Pollution ▪ Basic health and hygiene ▪ Air, water and soil pollution ▪ Recycling and composting
H. Essential knowledge about Pakistan/Region Town/City/Village	<ul style="list-style-type: none"> ▪ Geography ▪ History/culture and traditions ▪ Special information specific to area ▪ Famous personalities and leaders of the country/province/area ▪ Neighboring Countries

Development of the Curriculum Framework for Youth and Adult Literacy

The curriculum framework for Youth and Adult Literacy will be developed according to the official procedure of curriculum design and development followed by the Ministry of Education, led by relevant nationally acclaimed subject specialists and literacy experts, and assisted by Literacy specialists/consultants and representatives from the MoE, Provincial Government, NGOs, and other donor organizations.

Principles for Development of Teaching and Learning Materials for Literacy

Specific Objective

To extend guidance on principles for development of teaching and learning materials for literacy.

Teaching and Learning Materials / Resources for Literacy

Teaching and Learning materials designed for literacy personnel play a very vital role in the implementation of any literacy programme. *The National Curriculum for Youth and Adult Literacy* will act as a pivot around which all teaching and learning materials are designed. Any materials designed to facilitate literacy should be taken as samples, to be adapted according to local/regional needs and backgrounds; therefore, materials should be developed following a flexible curriculum design. It is recommended to adopt the participatory approach for developing materials for adult learners. The materials developed at the grassroots levels can be taken as the first drafts, to be further refined into need based learner materials. Lessons can be learnt from the success cases of materials already developed following the participatory approach, adopted by countries⁵ leading in eradication of illiteracy.

Preparation of a Curriculum Grid

While designing and developing material to execute the literacy curriculum, it is recommended to prepare a Curriculum Grid along the following lines:

- Progressive development of the basic literacy concepts
- Progressive and sequential development of functional concepts, enabling learners to re-examine the main areas of functional content at deeper levels of understanding, using their steadily improving literacy skills and following the principles of gradation from easy to difficult and from the known to the unknown

The Curriculum Grid will provide a detailed map of the main area and the specific topics with reference to the learning levels. Once the main areas and specific topics have been delineated, the planners and materials developers can assess the specific medium of the materials (deciding between audio, video, CDs or print). Deciding the number of readers, supporting workbooks and teachers manuals; the same detailed decision making would be involved in the case of other mediums. Literacy facilitators/teachers and other related persons will be trained to develop needs-Print would entail

⁵ India, Nepal

based teaching and learning materials. Details for the exemplar grid will be developed by the curriculum development team.

Exemplar Curriculum Grid

Content	Level 1 (Basic Level)		
	1.1	1.2	1.3
A. Religion, Civic sense and Social Issues	1 ▪ Recitation/Nazira	7 ▪ Tenets of Islam	13 ▪ Citizen Rights and Duties
B. Hygiene	2 ▪ Personal Hygiene ▪ Clean Habits	8 ▪ Clean Food	14 ▪ Clean Environment
C. Health	3 ▪ First Aid ▪ Treatment of injuries & fractures	9 ▪ Electric Shock ▪ Bleeding ▪ Drowning	15 ▪ Common Diseases ▪ Waterborne diseases ▪ Malaria ▪ TB ▪ Diarrhea ▪ Food and Nutrition ▪ Balanced diet ▪ Exercise for fitness
D. Income Generating Skills	4 ▪ Dignity of Labour ▪ Area Specific Agricultural Skills	10 ▪ Area specific/Need based Income Generating Skills	16 ▪ Area specific/Need based Income Generation Skills
E. Mother and Child Care	5 ▪ Looking after the new born	11 ▪ Lactation	17 ▪ Immunization and Vaccination
F. Daily Life Business	6 ▪ Maintaining household finance/accounts	12 ▪ Managing group activities	18 ▪ Cooperatives and accounts
G. Environment and Pollution	▪ Conservation of natural resources animals, forests soil	▪ Waste disposal	▪ Pollution ▪ Air
H. Essential Knowledge about Pakistan	▪ Geography of the district in relation to the province and country	▪ History and events of significance in Pakistan	▪ Famous personalities of the area

Preparation of Sample Materials

A sample material is a resource that illustrates a set of principles and procedures for the development of relevant materials in order to suit local needs.

No single sample can be suitable for all teaching and learning situations.

Sample materials for the following will be developed and prepared by the Curriculum Development Team:

- A) Learner Materials: including workbooks with activities focusing on practical life skills, with a section on continuous assessment
- B) Teacher's Manuals to facilitate the master trainers
- C) Teacher's Guides to support the teachers and facilitators
- D) Teaching Kits for Literacy teachers and facilitators
- E) Literacy Program Management Kit for training government and NGO leaders

Literacy and curriculum specialists at the provincial and district levels will prepare detailed teaching manuals and learner materials in compliance with the National Curriculum, according to local needs and specific cultural, physical, social and environmental conditions. Curriculum Development teams would mainly comprise of curriculum specialists from curriculum bureaus and literacy specialists.

Guidelines for Developing Literacy Materials

Defining "Materials Development"

The term 'materials' is applied to anything used by teachers or learners to facilitate teaching-learning process. Materials could be cassettes, videos, CDs, books, picture books workbooks, posters, pamphlets, newsletters, interactive radio/T.V programmes, photocopied reproductions of permitted texts and other authentic materials etc. In other words, they can be anything that is deliberately used to facilitate instruction and to increase the learners' knowledge and understanding. Keeping this pragmatic concept of materials in mind can help materials developers to utilize as many sources of input as possible and, even more importantly, this flexibility can help teachers realize that they are also materials developers and they are ultimately responsible for the materials that their learners use.

Below is a summary of some of the basic characteristics of effective learning materials for Adult Learners. Materials should

- Be suitable for the learning skills of the target learners
- Focus on real and immediate problems of the neo literates/adult learners and their society
- Promote active learning
- Be designed specifically according to the needs of the learners and programmes
- Pose problems or describe potential problems/conditions and provide ways to solve these problems
- Draw from the experiences of the learners
- Promote culture, national integrity and dignity
- Be simple, attractive and interesting
- Utilize visual aids which are appropriate for the learners and according to their needs and interests
- Be integrated with self evaluation

The Process of Materials Development

All materials developers, before embarking upon the task of developing specialized materials, should conduct a survey to assess what is already available and what can be slightly modified or adapted to suit specific learning objectives. This exercise will save a lot of unnecessary labour and will more fully utilize the potential of materials developed earlier. It is important to mention that specially designed materials for adult learners are available in the provinces, though in very limited number and not in local languages.

Given below is a typical process for materials development for adult learners:

1. Identification of need for materials
2. Selection of format for each material
Motivation: role play, puppets, dramas, songs, folk songs, posters, radio programs and videos
Participation: posters, board/card games, puzzles
Instruction: books, workbooks, comics, posters, audios/videos
Follow up: books/booklets, leaflets, wall charts, newspapers
3. Development of material based on participatory learning approaches
Selection of content for each materials
Text writing, illustrating and editing
4. Preparation of teacher's guide to support the material
5. Field testing of the material/teacher's guides
6. Revision of the materials
7. Production of materials
8. Learner use of materials
9. Evaluation of materials against agreed objectives
10. Revision of materials (revised edition)

Most material writers, whether they are professional authors or working teachers follow some, if not all these steps, though not always precisely in the same order. This diversion from the order also endorses the theory that the human mind does not work in a linear fashion.

Underlying these steps of materials development are some beliefs and working principles:

1. Materials' writing is most effective when it is tuned to the needs of a particular group of learners.
2. Local teachers understand the learners best.
3. All teachers need training in materials writing.
4. All teachers learn the best about teaching in the process of developing materials.
5. Pilot-testing, evaluation and adaptation are vital to the success of any materials.

Strategies of Delivery

Specific Objectives

To propose measures for revitalizing current delivery practices and envisioning vigorous strategies based on public-community-private partnership and to propose an organizational infrastructure for effective planning and execution of literacy programmes

Situation Analysis of Current Delivery Practices

The absence of regularity and consistency in the literacy programmes over the past two decades has contributed towards the deteriorating literacy situation in Pakistan. Though a number of government, non-government organizations and religious schools (madarasahs) have successfully run adult literacy programmes, the efforts have not had a national impact.

Currently the following agencies are working for eradication of illiteracy in the country:

- Education for All (EFA) Wing, Ministry of Education
- Provincial and District Literacy Departments/Directorates
- National Commission for Human Development (NCHD)
- Autonomous and Semi Autonomous Bodies (Girl Guides Association, Boy Scouts, Family Planning Association of Pakistan etc.)
- Non-Government Organizations
- International Donor Agencies
- International Organizations

Suggested Guidelines for Development of a Sustainable Delivery System for Youth and Adult Literacy

Enforcing Compulsory Universal Primary Education

Pakistan's commitment to achieve 50% improvement in the Adult Literacy Rate by the year 2015 cannot be attained without achieving Universal Primary Education (UPE). This can, however, be accomplished by complementing the formal education system with a strong non-formal basic education initiative. The community, local governments, districts and provinces should be encouraged to implement compulsory Universal Primary Education (UPE).

Strong and Efficient Infrastructure for Literacy

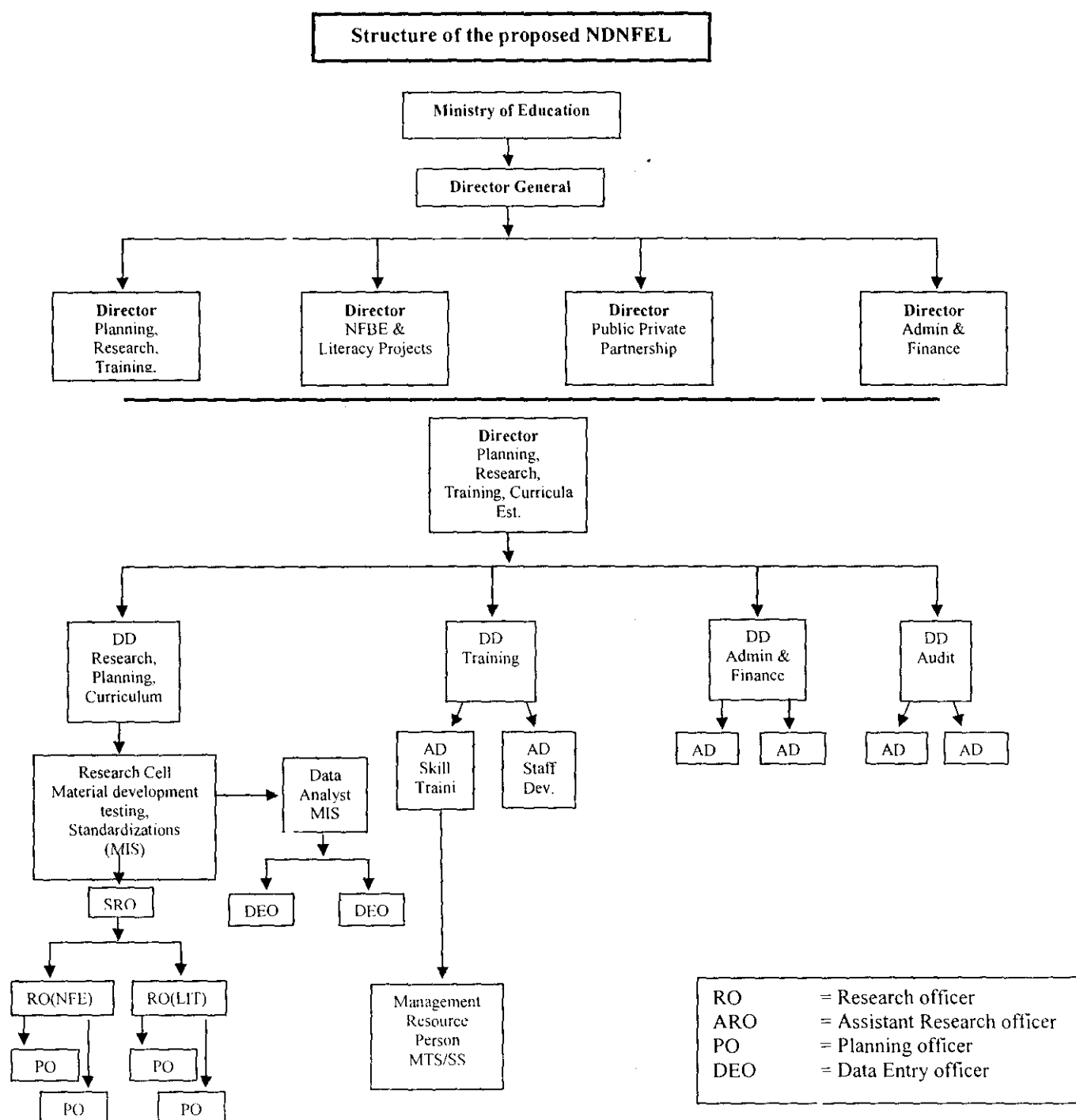
With the exception of Punjab, Literacy department/directorates function as a part of the Education Departments in the three provinces of the country. The absence of a consistent organizational design for literacy causes serious disruptions in the implementation of plans and programmes. Some of the setbacks experienced by the literacy personnel are as follows:

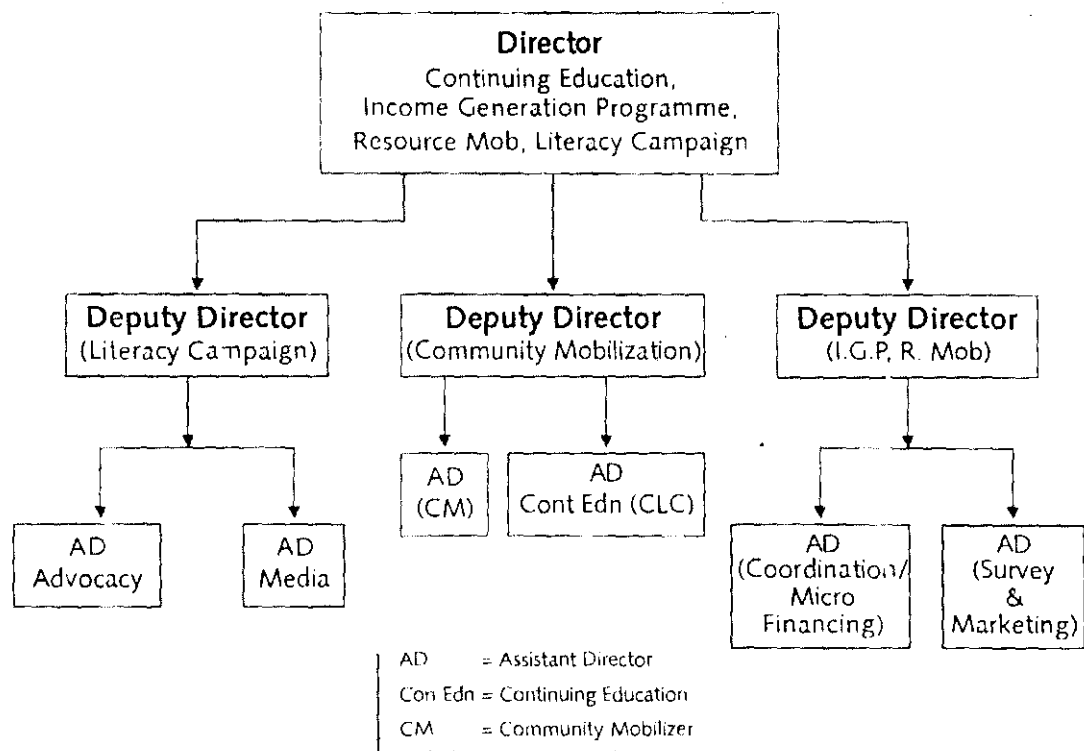
- Low budget allocations for literacy
- Transfers of literacy personnel to other departments
- Transfers of non technical persons to handle literacy affairs
- Lack of training opportunities and professional growth incentives
- Lack of proper job structure/career path

A strong and efficient infrastructure for literacy should be developed at the national and provincial levels. Financial provisions should be included in the regular budget. This specialized department can serve as the coordination unit between the centre and the provinces, and can also promote province-to-province coordination. The existing Departments/Directorates of Literacy and Non Formal Basic Education at the provincial levels can serve as catalyst organizations.

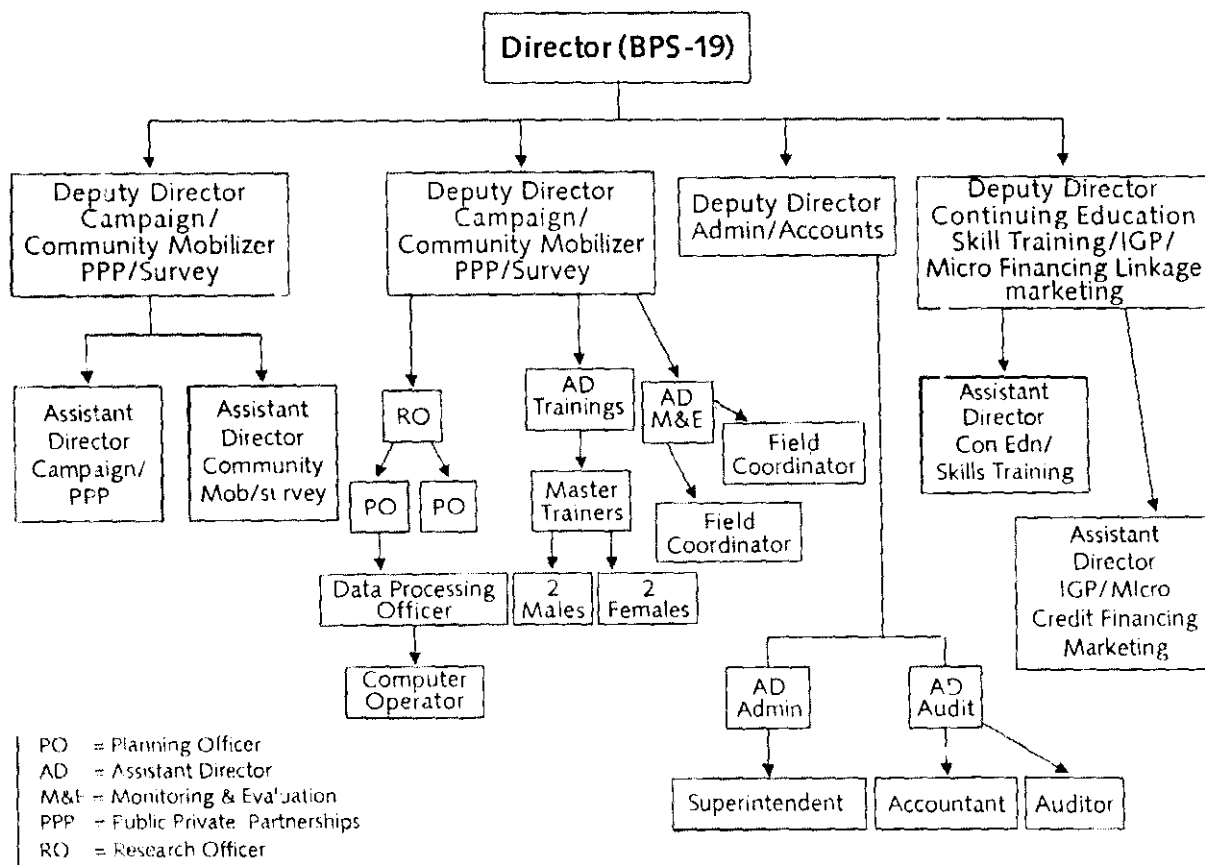
Learning from the failures of the past literacy programmes it is proposed that a Directorate General for Non Formal Basic Education and Literacy (NDNFBEL) should be institutionalized and attached to the department of the Ministry of Education. The Literacy Directorates in Sindh and Balochistan, and the Directorate for Schools and Literacy (NWFP), should be restructured as departments, following the infrastructure of the Department of Non-Formal Basic Education and Literacy, Punjab and in accordance to the Education Sector Reform (ESR) plan developed by the Ministry of Education.

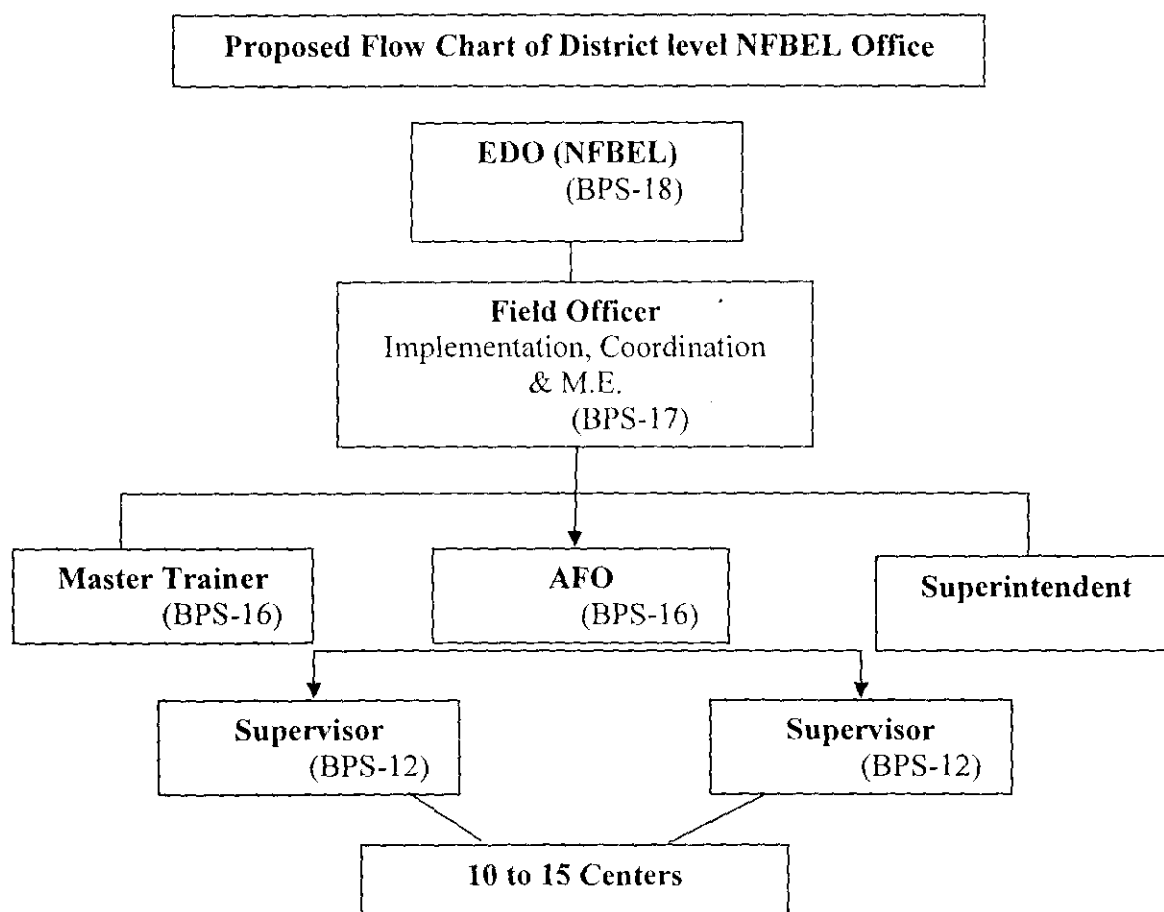
The Working Committee for developing the *National Guidelines for Youth and Adult Literacy* proposed the following infrastructure for the National Directorate for Non Formal Education and Literacy (NDNFEL):





Proposed Flow Chart of Provincial Directorate





Establishing and Strengthening Inter-Department Links

Effective collaborations, links and support systems should be developed among various government and local departments, NGOs and community organizations for efficient functioning of literacy institutions. Coordination between Departments of Education and other agencies involved in Adult Literacy should be ensured, especially coordination between the Labour and Manpower Division and literacy authorities. This coordination could lead to the attainment of occupational skills that will equip the beneficiaries with appropriate income-generation capabilities and will enhance the utility of literacy.

Research and Impact Studies to Improve Literacy Initiatives

Research studies and impact assessment of youth and literacy programmes should be carried out to measure individual and social benefits. Literacy programmes and practices can be improved in the light of the findings of these studies.

Coordination between Government and Non Government Programmes

Establishment of Literacy Centres should take place on a regular and permanent basis. NGOs and other organizations working in the area of literacy should be obliged to coordinate with the government on a regular basis and proper records of activities, achievements and budgets should be maintained. Where possible, literacy centres should be skill oriented and according to the contemporary needs and demands of the particular area. NGOs should be bound by the government to establish literacy centres in areas where no other centres exist under other agencies. Administrators of Madrassahs/Auqaf Departments should also be included in the planning, training and the advocacy for spreading literacy according to the curriculum.

Continuing Education for Literates

Extension of literacy programmes through Non-Formal and Distance Education departments, up to the middle school level should also be developed on a pilot basis. Provision of condensed/crash courses for preparing literates for the matriculation examination should also be initiated. Discussion with the MoE regarding accreditation of NGOs and certification of literates will hopefully be a means for bridging NFE graduate to formal schooling programs.

Promotion of Literacy

Encouragement and propagation for the development of a learning culture whereby public and private organizations such as trade unions, Boy Scouts, Girl Guides, Police Department, and Teachers Associations advocate for establishment of Literacy Centres and work voluntarily with existing centres.

Re-implementation of Tried and Tested Initiatives

A review of Pakistan's literacy history contains several success stories and initiatives that were well-planned but implemented ineffectively and abruptly terminated. A review of these and an attempt to learn from them could be beneficial. Some of these were:

- The Quran Literacy Programme
- Each One-Teach One Initiative
- On the Premises Literacy Programme in Industrial Units/Factories

Replication of these and other successful strategies should be supported and encouraged.

Awareness Campaign through Media

Continuous social awareness campaigns through various media should be launched to create social participation and responsibility. For enhanced awareness and response, media campaigns should precede the establishment of learning centres. The media, particularly electronic media (FM/Local radios) should be involved in the development and production of conduct of literacy and basic education programmes.

Addressing the Extrinsic Factors Impeding the Growth of Literacy

Apart from the technical shortcomings of the delivery programmes, there are extrinsic factors that contribute towards illiteracy. Factors such as poverty, high birth rate and un-employment of literate youth lead to several other linked issues like poor health, child labour, and parental apathy towards education. The severity of these factors pushes literacy and education from the foreground into the background. Initiatives focused on Poverty Alleviation, Population Welfare, Birth Control, Health and Social Security should be integrated with literacy promotion programmes. Unless the departments responsible for the factors adversely affecting the promotion of literacy also gear up to achieve their targets, the extrinsic impediments to literacy will exacerbate the retardation of the literacy ratio. It is needless to say that literacy can also prevent and ward off some of the social evils thereby breaking the vicious cycle.

Assessment of Learner Achievement in Literacy

Specific Objective

To propose effective mechanisms for assessing learner achievement

Situation Analysis of Current Practices for Assessing Learner Achievement

Currently, there is no formal system in practice for assessing learners' achievement of literacy. If there is any, it is in isolation and a localized effort restricted only to NGOs and non-formal schools.

Suggested Methods for Assessing Learner Achievement

The attainment of reading and writing skills is of major importance in a basic literacy course. The following different methods can be used for assessing the two skills.

Oral Tests to assess reading skills (continuous assessment)

- At the end of a lesson or unit, the teacher can fairly estimate the achievement level of the class by administering an oral reading test. The oral test can be given individually or to the whole class.
- Examples of reading tests: reading words, sentences and paragraphs.
- Making sentences, responding to questions.

Written Tests

- A written test can assess both reading and writing abilities. A written test can also be administered in a variety of ways.
- Examples of written tests: Copying a printed text, dictation from unseen passages, sentence making, cloze passages for grammar and comprehension, filling forms, writing notes, creative writing etc.

Objective Tests

- Objective tests can be developed for testing almost any ability. However, it requires great skill to frame objective tests. At the Basic Literacy Level, objective tests can be used for testing knowledge mainly in the functional literacy components with just one word responses. Objective tests can also be used to test numeracy skills.

Assessment in the Functional Literacy Component

- The functional literacy components provide essential knowledge and basic skills while attempting to inculcate attitudes of development. Since the learners are not yet efficient in reading and writing, the testing of functional competencies needs to be of a different nature. Some approaches to testing in this domain are; Group discussions, practical work, demonstrations (reading a thermometer, measuring doses, preparing ORS to treat diarrhea etc.)

Test Item Banks with assessment tools can be developed at the National level to facilitate provincial and district literacy personnel. Literacy Facilitators should be trained in developing, administering and marking tests. Continuous Assessment should be built into the instructional design. Literacy Personnel should also be trained to maintain learner assessment records (weekly/monthly). The Literacy Personnel should be trained in the use of modern assessment techniques especially in the use of Continuous Assessment. It is proposed that assessment and certification units should be established at the district level.

Need, Importance and Utility of Certification

The absence of a formal certification/equivalence in Pakistan is also one of the reasons for the slow increase in the number of literates in the country. The concept of education outside the formal system is still unacceptable to most learners, businesses, and government institutions. What matters to most learners and stakeholders immediately concerned (parents, teachers, members of the community) is the possession of formal credentials or certificates/diplomas. This strong notion often acts as a demotivating factor and results in learners' dropping out of literacy programmes. Though there is a need to establish value of literacy and education (concepts of lifelong learning, continuing education) beyond acquisition of a certificate or diploma, at the same time, there is a need for introducing a system that attaches socio-economic benefits to literacy. This will also lend respectability to out of school education.

There is general consensus on the need for learner certification. This certification will be a helpful and encouraging element for the duly certified learner to continue further education in the mainstream, i.e. Lower Secondary Education. Certification will also be helpful for long distance non-formal education/open education and bridging into formal schooling in government programmes.

There should be an accreditation system for literacy providers (NGOs and CBOs) and also for non-formal institutions. Certification for language skills and functional competency should be issued according to the level they pass. These certificates should be performance-based, assessed through internal assessment and formal examinations, preferably accredited and given at the District Government/Provincial Level.

Framework for Certification

Framework for Assessment leading to Certification

Proposed Composition of Assessment Team:

- One Retired Teacher/Head Teacher/Literacy Centre Facilitator-Teacher
- One Senior Serving Teacher
- One NGO/community member
- One representative from District Administration (Education)

- The Assessment team needs to be trained formally for this task through a two- or three-day orientation workshop
- Certificates will be signed by their respective Executive District Officer and District authorities

Certificates may be printed from the Government Security Printing Press through the Provincial Departments/Directorates of Literacy.

Compared to the formal education system, the assessment system for Youth and Adult Literacy from level to level should be more open and flexible, keeping in view the special conditions under which adult learners pursue educational goals. Placement tests can be administered to ascertain the level of the learner. The end of programme assessment should be more structured, so as to lend validity to the certification. Inclusion of literate learners should be strictly discouraged, as this has been the practice in many cases in order to fulfill the requirement of 25-30 learners per centre. This practice results in sheer wastage of national resources. Effective monitoring and evaluation should guard against this.

In order to make the assessment programme more effective the curriculum development team (comprised of curriculum specialists, trainers, subject specialists and assessment specialists) should plan to develop the programme as follows:

- Study the principles and goals of the national programme
- Study objectives of particular literacy levels
- Write assessment items to test specific objectives
- Plan and include model assessment in the curriculum document
- Field test and modify the assessment programme

The assessment framework should be so designed that a part of it addresses national needs and requirements, while the rest can be developed and designed according to specific regional/provincial /local needs.

Monitoring and Evaluation of Literacy Programmes

Specific Objectives

To propose an operative system for monitoring and evaluation of literacy programmes, leading to continuous quality improvement, greater efficiency and higher productivity

To establish an effective management information system for Literacy (LitMIS), for the generation of relevant and up-to-date information for planning purposes

Situation Analysis

The current monitoring mechanisms depend on Executive District Officers, District Officers, and Assistant District Officers. It is needless to say that certain deficiencies are present in these mechanisms which reduce program effectiveness. Some of the major problems faced by literacy/education departments involved in monitoring are lack of transport, lack of good governance, and a lack of coordination between the authorities and monitoring staff at the grassroots. The monitoring team lacks training in most cases, and consequently plays a stereotyped role like unto a police force. The absence of a proper status, designation, or clear understanding of roles/responsibilities assigned to monitoring team members impairs their performance. Moreover, inadequate logistical support in terms of provisions/supplies to carry out the monitoring activities also serves as an impediment to the monitoring process.

At the national level, monitoring should be undertaken in order to find out if plans are being implemented as scheduled while the main purpose of evaluation is to determine whether the programme has been successful in achieving its objectives. Both formative and summative evaluation should be undertaken. Feedback from monitoring and evaluation should guide policy makers and implementers for determining future plans of action — to improve, to continue or to terminate the programme.

Proposed Mechanism for Monitoring and Evaluation

A core group of monitors should be trained specifically for training the team of monitors. The monitoring teams should be professionally equipped to perform their duty with coordination between the staff and the authorities. The development and implementation of a professional monitoring system should also ensure periodic documentation and dissemination of reports. It is recommended that committees be comprised of local body representatives, NGOs, CCB members, representatives from the Education Directorate/Departments, members of Parent-Teacher and School Management Committees (PT/SMCs) Senior Citizens, and retired personnel. Before the proposed system is in place, it is suggested that NGOs share the responsibility of monitoring with government organizations, and they be provided training in structured, organized and productive monitoring. There is also a compelling need for the creation of literacy posts at provincial and district levels.

The monitoring mechanism should be geared to provide feedback for evaluation of the whole programme. The Directors and Deputy Directors responsible for research and evaluation must ensure that essential information for evaluation is made available by the monitoring teams and shared transparently between stakeholders at all levels.

Proposed model for monitoring literacy programmes

Monitoring Mechanism Model

It is proposed that a separate monitoring mechanism be evolved and introduced for this purpose under the local authorities:

Organizational Structure of Monitoring and Evaluation system under the Department/Directorate of Literacy

- One Supervisor Adult Literacy (SAL)
- One Data Entry Operator
- Monitoring team comprising of volunteers/ community members (local nazimeen, retired literacy personnel, educated senior citizens, community members possessing positive reputation, retired head teachers and teachers)
- Number of monitoring visits to be determined according to need

Monitoring team should be provided a standard proforma. The team to be trained to carry out the activity.

Monitoring Proforma/Checklist

Below is a monitoring proformas currently used by literacy personnel in Sindh:

Monitoring Report of Centers:				Date of visit:			
Name of the NGO under whom centers are running:							
Sr No.	Name of Teacher & Father's/Husband's Name	School Address	Enrolment		Time	Date established	Remarks
			On Record	On Ground			
1.							

(See Annexure 4: Monitoring Proformas in use by ICT/Islamabad Capital Territory Project for other report formats and checklists in use by EFA Wing, Ministry of Education.)

It is proposed that the existing proforma should also include sub sections on:

- record of academic performance of learners
- classroom observation
- teaching methodology
- appropriate use of teaching and learning materials
- environment of the centre
- record of attendance

The monitoring proforma should include a checklist and interview questions. The monitoring team should also be trained to ask questions effectively and they should be culturally sensitive to adhere to various practices and norms according to the geographical context of centers. They should also be prepared to provide on-the job training to the teachers/facilitators and technical assistance for managing the literacy centers.

This revised proforma should be developed by the monitoring team members, comprising of literacy personnel and executive district officers under the guidance of the relevant Department/Directorate of Literacy. It is proposed that Monitoring Checklists should be in both the national and regional languages. The modern concept of monitoring has moved beyond conventional head counts; therefore, monitoring tools must include assessment of learning outcomes.

Role of the Communities and NGOs in Improving Monitoring Mechanisms

Community - Government Participation

During the past decade, Community-Government participation is being encouraged. Initiatives relying on community participation need to be strengthened through awareness campaigns and social mobilization. Education Committees should be established to support and monitor Adult Literacy programmes; these should involve local representatives, Pesh Imams and local influential individuals.

NGO - Government Partnership

The NGO sector in Pakistan is playing a significant role in delivering literacy services; the number of adult literacy centres being run by NGOs is a concrete example of their contribution. NGOs are also playing an effective role in monitoring and evaluation. They have been given due representation in assessment groups. For improved monitoring, NGOs may be involved in the system and through their representation at the district levels. There is, however, strong indication for provision of specialized monitoring trainings to NGOs. A two-pronged approach could be adopted whereby government literacy experts and NGOs excelling in literacy services come together to share experiences, learn from each other and, as a consequence, establish standardized monitoring parameters based on best practices.

Presently, NGOs are playing their role on an integrated basis by:

1. Facilitating services such as providing training for master trainers and literacy teachers
2. Creating awareness and motivating the community
3. Providing financial support
4. Monitoring Adult Literacy Centres

Measures for Sustainability of Programmes

- Regular meetings should be carried out between literacy facilitators, planners and monitoring team members in order to evaluate initiatives. Literacy targets should be determined based on Pakistan's *National Literacy Guidelines*. Mid-term and end of term evaluation studies should be planned at the central level by the departments responsible for literacy. The outcomes of the evaluation process should result in clear indicators leading to sustainability.

Establishment of a Literacy Management Information System

Realizing the significance and need for timely availability of updated and reliable literacy statistics for planning, management, monitoring and evaluation of literacy programs in Pakistan, it is proposed to establish a Literacy Management Information System (Lit. MIS) with the following objectives:

1. Develop a computerized database to provide Decision Support Services to administrators, planners, evaluators and researchers
2. Develop a large-scale, computer-based information reporting system at both provincial and district levels
3. Provide technical and professional support to all organizations (public and private) regarding data collection, data entry, data processing, reporting and use of data for literacy and educational purposes
4. Conduct trainings for data users, data collectors, data processors and the use of computers in basic information systems
5. Coordinate with other data providers, data processors and data users at district, provincial and federal levels
6. Liaise with other donor agencies for use of data, processing of data and reporting of data towards evaluation and research for education, literacy and other social factors

Establishment of the LitMIS can also facilitate the identification of areas for research and impact studies. It is an established fact that locally relevant success stories serve as forceful motivational tools. There is a gap in terms of research regarding literacy and its direct impact on raising standards of living and improving quality of life in Pakistan. These research studies are essential for building momentum for literacy progress.

Currently, literacy data for Pakistan can only be accessed from census reports. The district reports are often difficult to obtain; moreover, literacy data/statistics are not available in a single comprehensive document. To address the problem immediately, literacy subsections can be added to the existing Education Management Information System (EMIS). The inclusion of literacy-related data will facilitate data collection and also remove the discrepancies in data recording and presentation. NADRA, being one of the potential sources for gathering information, can also serve as a source for collecting literacy facts and figures so that literacy sub-sections are included in the existing EMIS. Emphasis on documentation and maintenance of databases with learner names, addresses, and performance scores should be made compulsory for all implementers. This database should be stored at a central repository to avoid the common issue of duplication of learner registration in literacy programmes.

Sustaining Literacy

Specific Objectives

To propose measures for sustaining literacy

Concept and Background of Sustaining Literacy

The importance and worth of education in today's world is understood more clearly than ever before. The strong connection between education and development is evident; yet, education is no longer merely seen as a tool for increasing per-capita incomes. Education provides the foundation on which one can build a life where freedom, security, health, peaceful coexistence and tolerance are understood and valued. Furthermore, education provides the opportunity to explore self potential and the right to choose instead of being forced into important decisions of life. Literacy opens new perspectives and dimensions to life; it can lead the neo literates into the world of education and information. Literacy experts recognize that neo-literates can relapse into illiteracy if post-literacy activities are not promoted. The dream of transforming Pakistan into a literate society will materialize into a reality only if post-literacy and life-long learning become a national agenda. Literacy experts have observed that the failure of a number of adult literacy programmes was due to non-implementation of policies and regulations; therefore, it is highly recommended that concerted efforts should be made to implement and monitor the policies and programmes given in the *National Guidelines for Youth and Adult Literacy*.

Terminologies like Continuing Education, Life Long Education, Recurrent Education, Adult Education, Further Education, Human Resource Development are somewhat interchangeably used to present the concept that education is the process which continues throughout life and is not restricted to any age. The commonality in all terms is that people must continually nurture skills in order to retain them; people may continue to learn throughout life as and when they get the opportunity.

Various adult and basic education programmes have been offered generally as a marginalized activity through one or another type of public organization/agencies and ministries. Some examples are as follows:

Village Aid Programme during 1950's through

- Adult Basic Education Programme
- Adult Functional Literacy Programme
- Mohallah Schools
- Education of Citizens

Basic / Non-Formal education Programme for youth like:

- Nai-Roshni School during 1980s
- Non-Formal Primary Education for Youth through NGOs
- Village Workshop Schools

Post-Literacy Programmes are designed to reinforce, strengthen and develop literacy and other skills gained by neo-literates through Formal, Non-Formal, and Informal Literacy Programmes. Examples of such programmes include:

- Programmes by Allama Iqbal Open University – Distance Education from Basic Level to Ph. D Level
- In-service staff development programme – Civil Service Training, Banks' personnel training, Teacher Refresher Courses
- Use of Educational Institution by the Private Sector in the afternoon for formal education, computers and information technology
- Community Public participation project: Up-gradation of Educational Institutions and optimal utilization in the afternoon

Scope and Objectives of Sustaining Literacy

The main objectives of sustaining literacy is to provide: (i) Life Long Education by creating a learning society; and (ii) Comprehensive Education Facility in each village, town, city etc. for retention, up-gradation, continuation and application of literacy skills to enable learners, neo-literates, drop-outs and all those who are interested in continuing their learning skills beyond the basics.

The main scope of sustaining literacy programmes may be target-oriented approaches such as equivalency programmes, income-generating programmes, quality of life improvement programmes and programs driven by individual interest and community need (such as midwifery training etc).

Following are some proposed steps to be adopted by government and non-government organizations in order to sustain literacy:

- Provide second chance of education through Formal & Non-Formal means to the adults and youth who had missed the first chance to get basic, secondary and higher education
- Develop professional skills and competencies amongst the marginalized and unemployed youth; and youth under-employed in industrial and technical jobs
- Provide remedial and bridge courses/programmes for the people of urban slums, rural areas, tribal areas, handicapped and other disadvantaged groups
- Arrange higher level programme for degree and certificate oriented professional, technical and technological subjects
- Develop and organize need based industrial programme for community development
- Promote activities for general self-employment and self-reliance (e.g. saving and credit schemes, micro-enterprise etc.)
- Offer training and outreach programmes for functionaries of various social development programme such as women development, population education, community health, legal literacy, environmental education, etc.
- Provide awareness & skills according to multi-dimensional needs of the human beings
- Provide a package of educational support services in different media
- Create increased access to information
- Create scope for occupational skills development, development of management skills, leadership, etc.

Sustaining Literacy Initiatives in Pakistan

Following are some initiatives to sustain literacy in Pakistan:

- Community learning centers.
- Adoption of life-skill based literacy material to motivate the learners for their continued study to help them sustaining literacy skills.

- Motivating the Non-Governmental Organizations to develop literacy programmes linked with post-literacy

Role of Stakeholders in Sustaining Literacy

The roles of different stakeholders in sustaining literacy are suggested below:

- Ministries: Education, Health, Women Development and Special Education etc. to launch an integrated programme of awareness raising, post literacy continuing education linked with life-skills-based education
- Provincial and District Governments for sustainability of initiatives
- Semi-Government Organizations in the public and private sector and other corporate bodies having training and educational needs to arrange programmes of post literacy & continuing education
- Non-Government and Community Based Organizations for sustainable programme and quality implementation
- Involving electronic and print media (both public and private) for execution of distance and mass education programme of post literacy – continuing education.
- Involving media for creating general awareness of the need and nature of post literacy – continuing education programmes along-with their accessibility and location
- Libraries & information centers for availability of reading material for the neo-literates
- Mobile library units for rural areas

Community Learning Centers (CLCs): Local

Level Learning Resource- A Tool to Sustain Literacy

- CLC to act as Adult Literacy Centers in the afternoons
- CLC to act as NFBE School in the morning
- CLC as a center of continuing education through providing reading material – books, booklets, mag.zines, newspapers etc.
- CLC to act as center of Life-Long-Learning Skills:
 - Earning / Income Generating Skills
 - Technical & Vocational Skills
 - Marketing & Decision making skills
 - Planning & Communication Skills
- CLC to act as information and crisis center for reproductive health, sanitation, environment and agriculture sector.

Other proposed measures to sustain literacy

- Awareness-raising through the media-newspapers, radio, TV and interactive theater
- Ownership of post-literacy initiatives by the provincial/district governments - at the initial stages this can be done through the issuance of a newsletter subsidized by the government. The newsletter can serve as a marketing tool for local entrepreneurs. The funding to meet printing expenses can be raised through advertisements for local business persons through public-private-partnerships. Other relevant government departments (Ministries of Health, Labour and Manpower, Agriculture etc.) could also use the Newsletter/ LLLRCs as instruments for information sharing.

Legal Provisions to Support Literacy

There is a strong need for promulgating the Literacy Ordinance, through which extending special considerations to literate persons serves as incentives to those who acquire literacy. Some proposed legal provisions to be enforced through government notification are as follows:

- Passports, driving licenses may be issued to literate persons only
- Government jobs may be provided to literate persons only
- Licenses for establishing small businesses/cottage industry to be issued to literates only
- Compulsory Primary Education Act should be implemented in true spirit throughout all the provinces of Pakistan

The Literacy Act of 1985 (Amended 1987) should be enacted and implemented. In view of the prevalent rate of literacy, it is advised that the enforcement of the act should be taken up after a period of effective countrywide literacy campaigns. The government should set a time frame after which all legal measures should be fully enacted.

Professional Development of Literacy Personnel

Specific Objective

To formulate a set of principles that may be useful in developing a systematic programme for capacity building and professional development of literacy personnel

Situation Analysis

Literacy personnel are the link between the learners and the curriculum; it is therefore important that all literacy facilitators should be trained to deliver knowledge, skills and attitudes following the principles of effective pedagogies. Currently, there is no formal institution imparting training to literacy personnel on a regular basis therefore the trainings conducted by Government and Non-Government literacy service providers are designed and conducted on ad-hoc basis, ensuring no continuity and sustainability.

The absence of a well-organized training infrastructure has also contributed towards the growing menace of illiteracy. Once the Literacy Department at the Central level is in place, it should plan and implement a need based training programme, with built-in follow up and refresher provisions. This plan can be replicated at the provincial and district level.

It is proposed that literacy personnel should be trained at three levels:⁶

Level-A

Senior administrators and policy makers (national level personnel)

Level-B

Curriculum developers and trainers of trainers (provincial/district level personnel)

Level-C

Literacy teachers and facilitators (local level personnel)

Roles and Responsibilities of Literacy Personnel

Specific roles and responsibilities need to be assigned to literacy personnel functioning at the three levels.

⁶ Source: Guide Book 1 - Atip Per Mabni Khwandagi Programme Ki Tameer O Tashkeel (UNESCO/APPEAL/PROAP).

Level-A

Roles and responsibilities of senior administrators and policy makers

- Development, planning and implementation of the National Literacy Policies
- Reviewing literacy training policies and programme
- Preparing plans for implementation of Literacy policies at national and provincial level
- Identifying needs and constraints pertaining to literacy implementation programmes
- Execution, monitoring and evaluation of the training of literacy personnel
- Allocating regular budget for literacy programmes
- Setting up of a national network of organizations for policy implementation
- Establishing contacts with development/donor agencies
- Establishing links between Adult Education and Formal Education
- Promoting training through NGOs
- Promoting development and research activities
- Initiating impact studies with respect to literacy and behavioral change

Level-B

Roles and responsibilities of Curriculum Developers and Trainers of Trainers

- Prepare *National Curriculum* for literacy; revise and update it accordingly
- Develop Literacy Program Management Kit
- Provide feedback to evaluate training policies
- Provide input to level-A during development of National Training Programmes
- Identify training needs of Master Trainers, Facilitators, and Supervisors
- Prepare Training programmes for Master Trainers, Facilitators, and Supervisors
- Prepare training materials using local resources
- Facilitate Trainers and Supervisors in preparation of training manuals
- Ensure timely execution of training programmes
- Provide technical assistance to Master Trainers, Facilitators, and Supervisors
- Conduct impact studies and research programme on literacy related areas
- Introduce new concepts and teaching methodologies
- Establish and strengthen links with NGOs

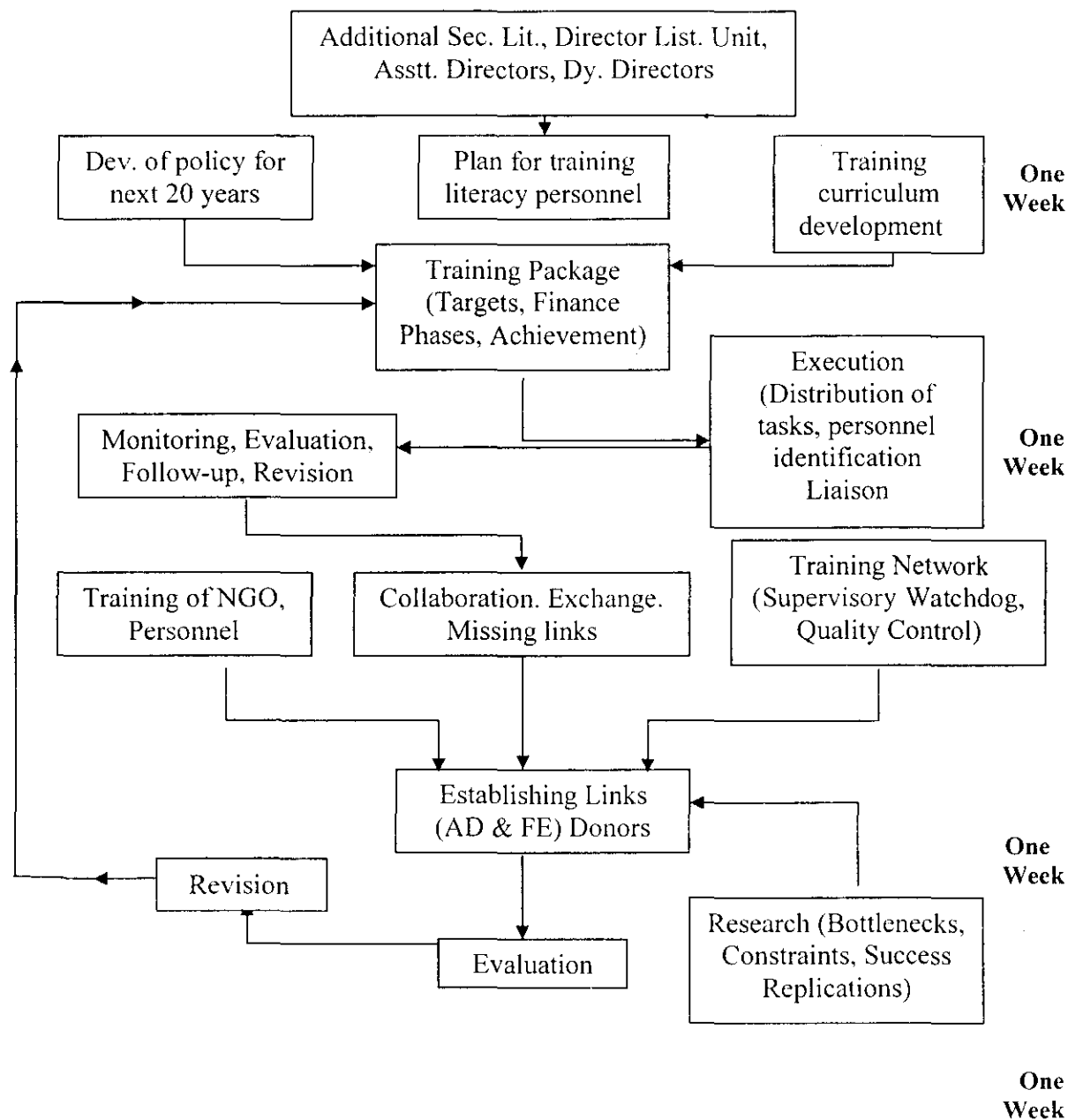
Level-C

Roles and Responsibilities of Literacy Teachers and Facilitators

- Execute with understanding the standards and objectives specified in the National Curriculum
- Facilitate coordination between the national and the local officials
- Motivate the locals to join the literacy programme
- Motivate programme drop-outs to rejoin the programme
- Facilitate setting up classrooms for illiterates and neo literates
- Prepare lesson plans
- Relate literacy to everyday life
- Assess learner achievement
- Use local resources
- Participate in all-staff development programmes
- Develop enabling learning environment through the use of appropriate materials and methodology
- Adopt local materials and references during teaching
- Encourage participation by learners and communities
- Prepare performance reports, identifying difficulties and constraints

Given below are specialized training plans for each group

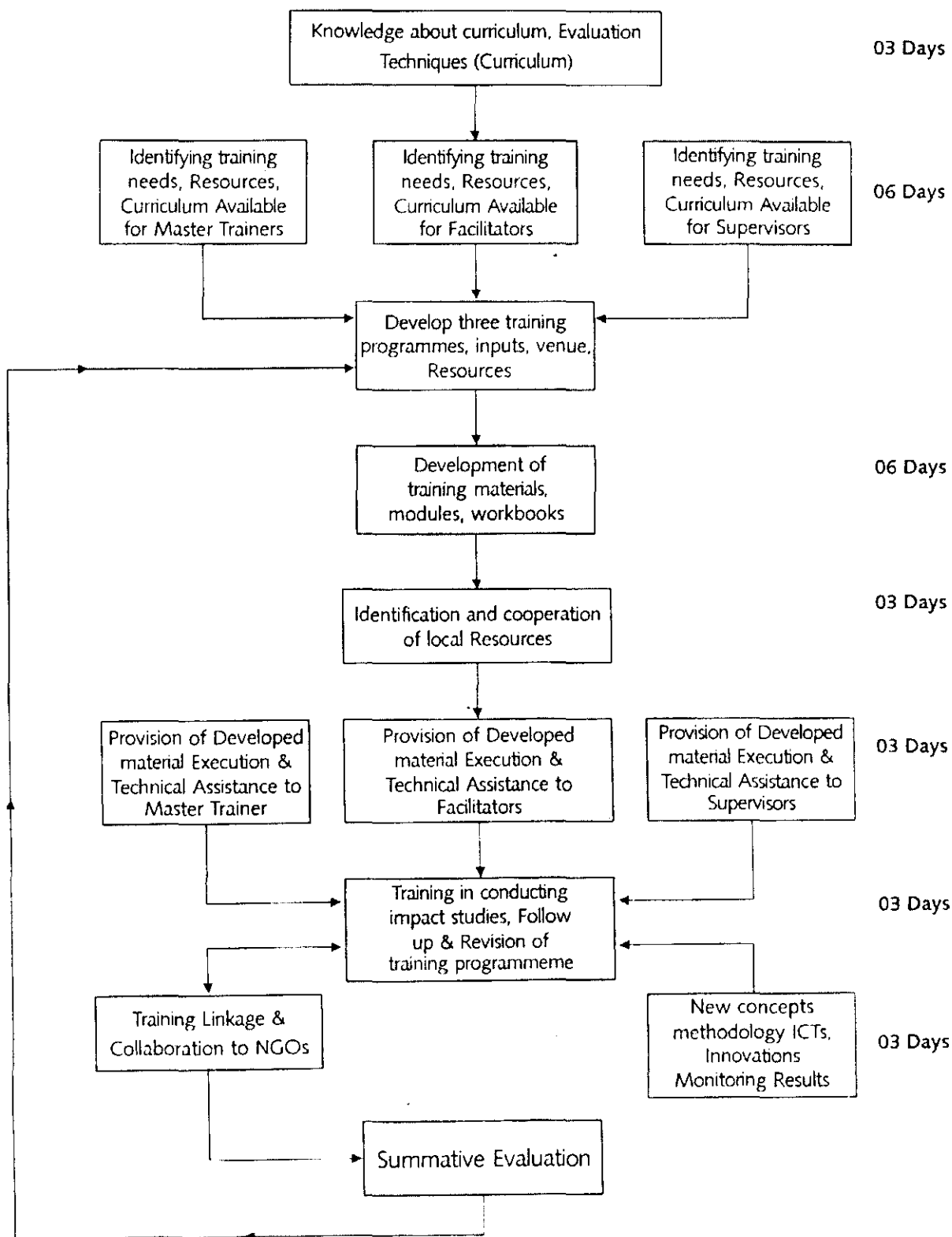
LEVEL - A



Total Training Days: 28

Four Weeks

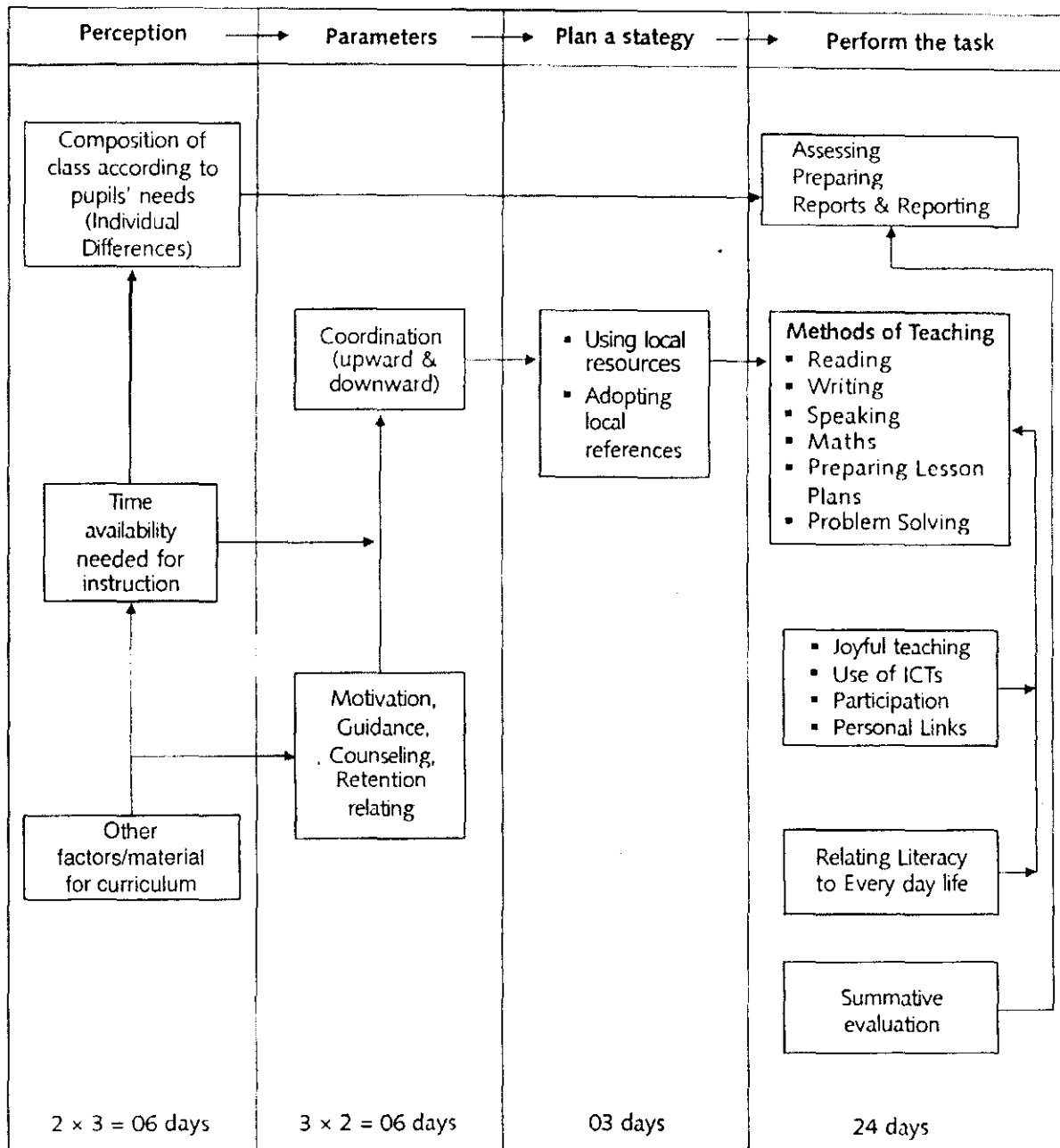
LEVEL - B



Total Training Days: 27

LEVEL - C

(Level-c is the most significant and neglected level.)



Total Training Days: 39

Separate permanent training units should be set up at federal and provincial levels.

The units should:

- Design the curriculum for training of Level-A, B & C personnel
- Work on the on latest TTT Model of training (Take Training to Teacher). (It is recommended that staff trained in adult literacy levels should not be transferred for at least five years to assignments other than Adult Literacy)
- Teacher Training Institutions may be asked to design and start following courses similar to those for Montessori Kindergarten etc.
 - ALT (certificate) 03 months
 - ALT (diploma) 06 months
 - B.Ed (Adult Literacy) 09 months
 - M.Ed/M.A Edu. (Adult Literacy) 02 years

Training in recycling may be another substitution to meet the immediate needs (06 week training in andragogy to already trained teachers). Below are listed special training areas and proposed training plans/strategies:

Trouble Spot	Training In
Inadequate programme quality	<ul style="list-style-type: none"> ▪ Attractive, convenient programme development
Lack of time with learners	<ul style="list-style-type: none"> ▪ Flexibility of time, time management
Poor andragogy	<ul style="list-style-type: none"> ▪ Interesting, new methods rapport ▪ Problem solving methods ▪ Skills development ▪ Multi grade teaching ▪ Team teaching ▪ Microteaching ▪ Activity-based learning and participatory approaches
Lack of social marketing	<ul style="list-style-type: none"> ▪ Social/economic/personal benefits of literacy
Adult Literacy as an unorganized task	<ul style="list-style-type: none"> ▪ Full time participation ▪ Understanding ▪ Planning ▪ Coordinating ▪ Controlling ▪ Organizing

Trouble Spot	Training In
	<ul style="list-style-type: none"> ▪ Decision making ▪ Monitoring ▪ Evaluating ▪ Influencing
Limited Resources and Strategies	<ul style="list-style-type: none"> ▪ Resource management ▪ Resource allocation ▪ Strategic distribution ▪ Involving philanthropist ▪ Involving communities ▪ Involving NGOs ▪ Alternate resources ▪ Work with PTA/SMC ▪ Open-school initiatives and school visits by parents
Lack of Motivation (Retention)	<ul style="list-style-type: none"> ▪ Motivational Psychology ▪ Adult Psychology ▪ ICT Use ▪ Guidance & Counseling ▪ Individual Differences ▪ Linkage of Literacy with life ▪ Community Mobilization ▪ Joyful Teaching ▪ Learning games and participatory activity

Annexure

Annexure 1

National Plan of Action on Education for All (2001-2015) Pakistan, Ministry of Education, Chapter 4

Annexure 2

Adult Literacy Commitments made during the EFA Conference in Dakar, 2000

Annexure 3

Lists of Participants in development of *National Literacy Guidelines*

Provincial Technical Seminar- Quetta

Provincial Technical Seminar- Lahore

Provincial Technical Seminar- Karachi

Provincial Technical Seminar- NWFP

National Technical Seminar and Workshop

Working Committee

National Review Committee

National Steering Committee

Annexure 4

Monitoring Proformas in use by ICT/Islamabad Capital Territory Project and other report formats/checklists in use by EFA Wing, Ministry of Education

Chapter 4

ADULT LITERACY

4.1 SITUATION ANALYSIS

Although adult literacy in Pakistan has increased at the rate of about 1 percent per annum since 1981, it is still very low, especially as compared to other countries of South Asia. According to the 1981 census the overall literacy rate of 10+ age group was 26.2 percent, which increased to 34.8 percent in 1990-91; 36.8 percent in 1993-94; and 44 percent in 1997-98. Cumulative increase in literacy rate over 8 years is 10 percent. However, increase in female literacy rate is more than the male i.e. 11.4 percent against 9.2 percent male. It is to be pointed out that according to the targets set in Jomtien, the literacy rate of Pakistan should have been 70 % by now, if estimated at the average growth rate of 3.5 percent per year, to achieve the goal of doubling the literacy rate.

Literacy gender parity index indicates that in all the provinces/areas of the country, proportionately fewer women than men have basic literacy skills. Despite the fact that female literacy rates have increased considerably since 1990, the said ratio has further deteriorated in all the four provinces.

The total population of 15+ year age group was 72.38 million (male 37.65 and female 34.73 million). Overall literacy rate was 43% (male 55.3%; female 29%). Islamabad Capital Territory has the highest literacy rate i.e. 70% (male 78.6%; female 58%) whereas, the province of Balochistan has the lowest literacy rate i.e. 24% (male 35.32%; female 12%). (Source: Population Census Report 1998)

According to the census report of 1998, the overall literacy rate of Pakistan for the age group 10+ was 43.9%, with 54.8% for males and 32% for females (Table 3). In Pakistan adult literacy rate means literacy rate of 10+ age group. It ranges between 24.8% in the province of Balochistan to 72.4% in the Islamabad Capital Territory. NWFP, with a literacy rate of 35.4%, is the second lowest in literacy ranking. The provinces of Punjab and Sindh have slightly higher literacy rates than the national average.

Table 3: Literacy Rates (10+ years) in Pakistan: 1998

	URBAN		RURAL		TOTAL		
	Male	Female	Male	Female	Male	Female	Both
PAKISTAN	70.0	55.2	46.4	20.1	54.8	32.0	43.9
Islamabad	83.2	69.7	75.1	48.8	80.6	62.4	72.4
Punjab	70.9	57.2	50.4	24.8	57.2	35.1	46.6
Sindh	69.8	56.7	37.9	12.2	54.5	34.8	45.3
NWFP	67.5	39.1	47.7	14.7	51.4	18.8	35.4
Balochistan	58.1	33.1	25.8	7.9	34.0	14.1	24.8

Source: Population Census Report, 1998

Reasons for Low Literacy Rates

Adult literacy has suffered primarily due to low rates of participation at the primary level, which in turn relate to poverty and conservatism. However, other causes of low literacy rates include financial constraints and ineffective/failed strategies: -

- i. Resources/funds earmarked for adult literacy programmes were hardly 1% of the education budget. Furthermore, funds could not be provided on time.
- ii. Adult Literacy has suffered due to lack of political will and absence of consistency in policy. It has not been given the needed/desired priority in EFA programmes. Only a few projects on adult literacy could be launched during the post Jomtien period, which had limited coverage and were restricted to not more than 10% of the target group.
- iii. There is an absence of a strong coordination and organizational structure with the result that interaction among the principal actors in the field of adult literacy remained weak.
- iv. The professional base of adult literacy initiatives remained under-developed due to lack of training of instructors; no formalized curriculum; and a virtual non-existence of effective research.
- v. Monitoring and evaluation mechanism at the grassroots level could not be strengthened, which adversely affected the internal efficiency and effectiveness of the literacy programmes and projects.

As a result, the country with a literacy rate of 44% in 1998 fell drastically short of the 70% literacy targets set in the Jomtien World Conference and the National Education Policy 1992. Female literacy rate could not exceed 33% in 1998. However, keeping in view the high population growth rate, inadequacy of resources, slow pace of educational development and such other factors, the targets set for adult literacy were too ambitious to be achieved in such a limited time.

4.2 PAST AND ON-GOING LITERACY PROJECTS AND PROGRAMMES

Main projects and programmes launched in Pakistan for adult literacy since 1990 are as follows:

4.2.1 Eradication of Illiteracy from Selected Areas of Pakistan

This project was launched by the Prime Minister's Literacy Commission, with a total cost of Rs. 72.83 million from 1992-94. The target was to make literate 1,74,460 adults (both male and female). The salient features of the project were as follows:

- Opening of 3,460 face-to-face literacy centres and 200 TV literacy centres in 5 selected districts i.e. Islamabad - Hafizabad - Karachi East - Quetta and Tehkal Bala.
- Implementation through NGOs and community with strong motivational drive.
- Area specific approach.

Under this project 1,38,025 (79%) adult illiterates were made literate against the target of 1,74,460. Out of these 1,20,082 (87%) were females and 17,943 (13%) males.

4.2.2 Quranic Literacy Project 1992-94

Knowledge has been highly esteemed in Islam. Seeking knowledge is the duty of every Muslim (man and woman). Islam stresses life long education. The last Prophet of Islam, Hazrat Muhammad (P.B.U.H) emphasized the pursuit of knowledge from the cradle to the grave. The first Quranic Aya starts with the message Iqra (read).

Motivated by the golden teachings of Islam, Pakistani women attach high importance and play an important role in learning and transmitting Islamic teachings and knowledge to the future generations. The most valuable contribution of Pakistani women especially the mother, is the teaching/learning of the Holy Quran which is the last Divine Book and the most comprehensive code of conduct of life. The subject project was initiated in 1992 with a cost of Rs.4.06 million to make females literate through their knowledge and reading skills of the Holy Quran. The project aimed to test as to whether the females who were able to read/recite Holy Quran could be made literate in Urdu with greater ease and in shorter time for which a special primer was introduced. The project was tested in five union councils in 4 districts surrounding Islamabad. 494 face-to-face centres were established, at places provided by the community. The teacher was paid honoraria of Rs.500 per month. Four cycles of 6 months each were completed. 10,867 female of 10+ age group were made literate through this project.

The limitations of this programme are given below: -

- Timetable arrangement sometimes kept some of the literacy teachers busy throughout the day, as all the learners were not able to attend the centres at the same time.
- There was no incentive in any form for the learners, due to which dropout could not be checked.
- The rural community is too pre-occupied in marriage and death ceremonies, harvesting work, and festivals.

Hence the total number of days attended by learners was not up to the required level, and their actual involvement in the learning process during the six-month cycle was much reduced in many cases.

- In one of the districts, parents hesitated in letting their girls learn the writing skill although they let them learn the reading skill.

4.2.3 Establishment of 10000 Non Formal Basic Education Schools¹

The Prime Minister's Literacy Commission in 1995 formulated a project titled "Establishment of 10000 Non-formal Basic Education Schools" with the total cost of Rs. 1,263.375 million. The project, based on the idea of a home school to be run through NGOs and CBOs, was to be implemented within a period of five years. However, the project suffered due to financial constraints.

The Education Policy (1998-2010) recommended to expand the programme to a larger scale, by opening 75,000 NFBE Community Schools during the next three years. The Prime Minister of Pakistan, while announcing the national agenda, emphasized on Universal Literacy for children and constituted a committee for preparation of an Action Plan. The Action Plan also recommended the expansion of NFBE Community Schools Programme. ECNEC approved the expansion of the programme on July 11, 1998 from 7,000 to 82,000 NFBE Community Schools with a total budget of Rs. 11214.898 million and the programme was included in the SAPP II. However, its expansion was to be made after an evaluation of the existing schools by the third party.

Salient Features of the Project:

- Basic Education Schools offer learning opportunities to those miss-outs/drop-outs included under the age group of 6-14 years.²
- An educated person, preferably a trained PTC to be contracted for the task against a fixed emolument of Rs.1,000/- per month. In case trained PTC teacher is not available at local/ village level, simple Matriculates are considered. In backward areas, the educational qualification is also relaxed.
- Teaching aids like black boards, charts, mats etc. for students are provided by the Government.
- Learning materials in the form of books, notebooks, pencils, slates etc. are supplied to learners free of cost.

¹ For details on the project's primary schooling aspects, refer to Section 3.2 (viii).

² Also to out-of-school children aged between 5-9 years

- A condensed non-formal primary level basic education course has been developed for dropouts and out of school youth of age 10-14 and above. [Curriculum of formal primary school system is used for all fresh entering children of age 5-9.]
- Preference has been given to the establishment of schools for females.
- Final examinations are conducted by Examination Teams headed by authorized representatives from District Education Offices. Graduates of Non-Formal Basic Education Schools are eligible for admission in 6th Class in formal schools.
- Schools function at places provided by the community free of charge. These may include public places, Mosques, community centres, buildings spared by philanthropists, or residence of teachers. For dropouts and miss-outs of 10-14 age group, existing school building can be used in the evening, wherever possible.

4.2.4 Crash Literacy Programme

The Ministry of Education planned a Crash Literacy Programme in May 1998. The purpose of the programme was to increase participation rate by making maximum use of the available resources like school buildings and teachers during summer vacations and evening hours. This programme was aimed at promoting literacy and basic education in the country.

To make the programme cost effective, the existing school buildings with all the infrastructure of shelter and supplies were used to open literacy centers. The teachers who were qualified, trained and available during summer vacations (June - September, 1998) were engaged for the programme. They were paid nominal honorarium for this extra duty after a short orientation.

The students were quite free from any obligation of school uniform and were provided with free textbooks and learning materials. The location of the center was nearest to the majority of the beneficiaries/ out of school children.

Salient Features of the Programme:

The subject programme started in the Federal Areas of Islamabad and in the province of Punjab, as a pilot project. The salient features of the programme are as follows: -

- Focus has been given to rural girls/female illiterates and also to provide a second chance to out of school children within the age group of 6-14 years.

- Around 87 literacy centers opened in the Federal Area and 222 schools in the Province of Punjab.
- For each center/ school services of a teacher were provided who was paid Rs. 1500/- per month as salary/honoraria in Federal areas and Rs. 1,000/- in Punjab.
- The syllabus prepared by Allama Iqbal Open University was selected for the course.
- Teaching/learning material was selected out of the literacy materials developed through National workshops as well as books and primers taught in formal schools.
- Literacy Teachers were given brief orientation/training for the purpose.
- A literacy campaign was also launched to create awareness amongst the target groups.
- Students were paid Rs. 20/- per attendance as an incentive (in Punjab only).
- Learning material was provided free of cost.
- Unit cost of the programme was around Rs. 1,899 per student.

OUT PUT:

i. Federal Areas Programme:

Under the Federal Areas Crash Literacy programme, about 87 literacy centers were opened in three phases. The total enrolment of these centers was around 1500. The assessment/evaluation test conducted by the Ministry indicated that 82% qualified/passed. Moreover, the literacy programme/campaign created awareness amongst the masses and local communities who were motivated to play an effective role in eradication of illiteracy. The total cost of the project was only Rs. 6.4 million.

ii. Punjab Literacy Pilot Project:

The Punjab programme was successful in terms of enrolment. A target of 5550 students was fixed and the Department was able to meet 96% of the target. In a few girls' schools, enrolment exceeded the maximum number of 25 students per class and the girls in excess of the maximum limit attended the center without any financial incentive. This showed encouraging prospects and so was the number of parents who were willing to send their children to formal schools after the Pilot Programme.

Encouraged by the results of this programme, the Government of the Punjab is undertaking Phase II of the programme with a tenfold expansion. The target enrolment was 50,000 students, for which 1668 centers of 30 students each were opened. The honoraria of teachers were raised to Rs.1500/- with added financial incentives related with the results of the final examination. The monitoring system was strengthened and the course contents were revised. Expansion of the programme was considered in terms of enrolment and also in terms of the support from the community. The total cost of the project was Rs.10.5 million.

4.2.5 Literacy Programmes by NGOs

The programmes launched by NGOs in basic education and literacy at the provincial and local levels are in addition to the above. Some of the programmes run by well-established NGOs are reported to be very effective and productive.

Non-governmental Organizations (NGOs) have been actively involved in the promotion of literacy and adult education since 1990. In 1992 the NGOs were involved in the project namely "Eradication of Illiteracy from the Selected Areas of Pakistan". Thereafter, NGOs have been coming forward in the field of literacy and non-formal education. Adult Basic Education Society (ABES) and BUNYAD in Punjab, SHOAA in Balochistan and Khyber Welfare Association in NWFP were the NGOs, involved in the Pilot Literacy Projects of 1992. BUNYAD has opened number of literacy centers in Punjab and also got International Literacy Award.

4.3 PLANNING FOR INCREASED LITERACY

4.3.1 Goals:

- i. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning, life skills and citizenship programmes;
- ii. Achieving 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- iii. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

4.3.2 Phasing of the Plan

The Adult Literacy Plan (2000-15) consists of the following three phases: -

4.3.2.1	Phase-I	2001-02 to 2005-06	(5 Years)
4.3.2.2	Phase-II	2005-06 to 2010-11	(5 Years)
4.3.2.3	Phase-III	2011-12 to 2015-16	(5 Years)

4.3.3 Population Projections

- i. The total population of 10 + years age group was 101.5 million in the year 2000 which is the benchmark of the plan. It is estimated to increase to 116 million by the end of first phase of the plan; 129 million in the second phase and 146 million in the third phase of the plan. Total increase in 15 years is projected to be 44.5 million which is 44%.
- ii. Male population may increase from 52.7 million in 2000 to 60 million in 2005, 68.2 million in 2010 and 75.5 million in 2015. It comes out to be 22.8 million (43%) increase in 15 years.
- iii. Benchmark female population is 48.8 million (48% of total). It may increase to 56, 63.8 and 70.5 million by the end of 1st, 2nd and 3rd phase of the plan respectively.
- iv. Due to migration of rural population to urban areas, urban population may increase from the existing (year 2000) 34.4 million to 61 million (77% increase) by the end of the plan. Whereas, the rural population has been projected to increase from 67.1 million to 85 million (27% increase) during the same period. The existing rural/urban ratio is 66:34 and by the end of the plan the said ratio would be 58:42. It would certainly have far reaching implications for future planning.

4.3.4 Targets

- **Literacy Rate**

- i. According to the Economic Survey of Pakistan 2001-2002, the overall literacy rate of the country is 50.5% (male 63%: female 38%). It indicates that almost two out of three women are illiterate. Rural area literacy rate is 39% against 70% in urban area. The plan envisages increase in the overall literacy rate to 61%, 68% and 86% by the end of 1st, 2nd and 3rd phase of the plan respectively. In order to eliminate the gender disparities, female literacy rate would be enhanced at a higher rate as compared to male. The target of gender equity (86% literacy rate both for male

and female) may be achieved by the end of the plan. It has been planned to attain the Dakar goal of 50% reduction in illiteracy by the end of the year 2010 (on the completion of 2nd phase of the plan).

- ii. Similarly, more focus would be on rural areas as compared to urban. Rural literacy rate would be increased from the existing 38% to 83% by the year 2015.

- **Number of Literates**

In the year 2000, almost half of the 10+ years age group population was literate i.e. 50 million literates out of 101 million population. This number is planned to increase to 100 million by the year 2011, and 126 million by the end of the plan (2015). The programmes and inputs proposed in the plan will make about 76 million people literate in 15 years.

- **Illiterates**

At present (2000-01), 51.8 million (male 21.4:female 30.4 million) out of a total 101.5 million of 10+ years age group population are illiterates. As per plan, the number of illiterates may reduce to 45.4 million (male 17.1:female 28.3 million); 38.3 million (male 15.7:female 22.6 million); and 20.4 million (male 10.6:female 9.8 million) by the end of 1st, 2nd and 3rd phase respectively. In urban areas, the target of total eradication of illiteracy would be achieved by the end of the plan.

4.3.5 Integration of Schools with Formal System

Non-formal Basic Education Schools will in fact be completing the formal school primary education course by offering learning opportunities in those settlements, where regular primary schools are non-existent at present, or where despite the location of a primary school there are still children that are out of school. Another role of NFBE schools/literacy centers will be to supplement the efforts of universalization of primary education by extending second chance to dropout, miss-out and out of school youth. These schools may continue playing their roles, unless and until regular primary schools with proper building and qualified teachers, are established in these areas. With the expansion of formal system of primary education, these schools may gradually be replaced absorbed with regular schools. The Non-formal Basic Education School initiative is not to become a parallel system to the formal schools. The programme has been initiated and the expansion is, with the sole aim of, providing access to primary education to the unserved by an inexpensive, rapid and tested method. As soon as the formal system can provide the necessary coverage the Non-Formal Basic Education Schools will be given an opportunity for selection and absorption in regular cadre of teacher, on merit basis.

They may compete along with other candidates, and may be selected on the basis of their qualification and experience. Since these teachers will be engaged on purely contract basis, in no respect will they be entitled to claim absorption, or regular service, as their right.

4.3.6 Inputs for Reduction of Adult Illiteracy

The following inputs have been proposed to enhance the literacy rate and eradicate the illiteracy:

- i. Opening of literacy centres is one of the major programmes proposed to eradicate illiteracy in Education Sectors Reforms (2001-05). A total number of 270000 literacy centres 45000 during the first year (2002-03), 90,000 during the second year (2003-04) and 135,000 during the third year (2004-05) will be opened. Each centre will complete 2 cycles of 6 months duration in a year, with an objective to impart general literacy (basic skills of literacy) to the adult population of the catchment area. After completing one or two cycles around 2/3 of the centres would be either closed or shifted to other places where there is need for literacy center. Whereas, 1/3 of the centres would be converted/upgraded to functional literacy/trade/skill development centers. The targets of ESR in Elementary Education and Literacy have been integrated/incorporated in the EFA National Plan of Action (NPA). On the average, 100,000 literacy centers would continue to be opened every year in the public sector, till the completion of the plan, so as to make literate the backlog of illiterate population.
- ii. It is expected that private sector would also actively participate in this Jihad against illiteracy. Retired teachers, army personnel religious scholars and others may be provided some incentives to open literacy centers. On the average 1,000 literacy centers per year during 1st and 2nd phase and 2,000 during 3rd phase may be opened in private sector.
- iii. Some NGOs have already opened literacy centers. These centers may continue to increase at the expected rate of minimum 1,000 centers per year.
- iv. Poverty is the root cause of rampant illiteracy and low participation rate at primary level of education. Poverty alleviation through educational development is one of the important strategies outlined in the Framework for Action. Training in vocational and income-generating skills is one of the major programmes/inputs included in the NPA. Under this programme 140,000 literacy centers, which is about 1/3rd of the total, will be upgraded/converted into vocational/trade centers after completion of a 6-month general literacy cycle during the first phase of the plan. Almost the same number (i.e. 130000 Vocational Centers)

- iv. will be opened during each of the 2nd and 3rd phases of the plan. Special efforts will also be made to provide skill training to adolescent girls and young women.
- v. Imparting literacy skills through Quranic Literacy is a very successful experience of this country, which needs to be replicated throughout the country on a massive scale. Around 1,000 Quranic Literacy Centers during each year of the plan will be opened to impart literacy skills through Quranic Literacy. This number may be increased keeping in view the success and effectiveness of the project.
- vi. Community Viewing Centers (CVCs) is another successful experience in Pakistan. However, it needs proper and effective implementation and management mechanism. Suitable persons from the locality will be identified who would manage the CVC. A token amount of Rs.500 per month will be paid as rent to the person who will provide T.V set and VCR for the center.
- vii. A total number of 7117 Non-formal Basic Education Schools (NFBES) have been functioning successfully throughout the country for the last 3-4 years. These schools cater to the needs of 5-14 year age group out of school children/adolescents. Schools are run through NGOs and CBOs. The services of one instructor, who is paid Rs.1000/- per month, are provided to each school.

Under the NPA 10,000-15,000 NFBES will be opened every year. Education Sector Reforms (ESR) envisages opening of 30,000 NFBES during 2001-05. These targets of ESR have been incorporated in the Plan.

4.3.7 Quality Inputs

Past experiences prove that the following quality inputs can be useful for making literacy programmes effective: -

- Para-teachers from the community. Teachers, usually women, who would have a secondary or middle school education but not the required teaching qualification, chosen from the community, have been found to be effective in terms of their motivation, dedication and empathy with learners. The services of para-teachers will be utilized for literacy programmes.
- Short initial training and strong supervision for teachers. In order to keep the costs down and to ensure that teachers acquire the practical pedagogic skills and apply them, a short pre-service orientation is given, but regular supervisory contact and short refresher training will be continued.

- Active community and parental involvement. The community, usually in the form of a parents' committee or a managing committee, is closely involved in the programme and in ensuring that it functions effectively. Community participation will be ensured.
- Simplified curriculum, abridged courses, and focus on practical and essential skills. While the curriculum often follows the primary education contents, the text and learning materials are adapted for the usually abridged course and with an emphasis on practical knowledge and a learner-centred pedagogy. This strategy will be given due focus in future literacy programmes.
- Equivalency with primary education. Equivalency with primary education will be ensured by covering the essential content of primary education and permitting mobility to formal school either by mutual agreement or by taking an examination. Equivalency credentials are important for making non-formal programmes acceptable and credible to the learners and the larger community.
- Provisions for essential learning materials. Typically, learning materials and supervision and continuing training of teachers constitute half or more of the cost of a successful programme, in contrast to the traditional primary school in which non-salary costs in operation budget is minimal. Special funds will be specific for teaching-learning materials.
- Guidelines and standards for material development, teacher training and community participation.

4.3.8 Lifelong and Continuing Education

Lifelong and Continuing Education is important aspect of literacy which is, unfortunately, neglected in Pakistan. It needs to be initiated, expanded, and strengthened with an objective to make it a national culture. Continuing Education can be imparted through lecture, seminars, workshops, symposia, short-term courses, and even preparing for certificates, diplomas or degrees.

The different strategies proposed for life long and continuing education interalia, include: -

- Evolving a system of citizen education to ensure continuous learning by all sections of the citizenry. This system will make education a standard dimension of the life of every citizen capable of bringing about profound changes in his outlook and lifestyle. People will be properly educated and motivated for the realization of national goals.

- Exposing the people of Pakistan to the modern advancement in knowledge, science and technology and sharing with them the dimensions and changes affecting human civilization.
- Keeping abreast general public of the problems and issues facing the nation and the efforts being made for the development and welfare of the masses.
- Involving the public at large in the thought process for national uplift and forging among the masses the motivation and commitment for the task of national reconstruction.
- Educating the people in religious teachings and knowledge.
- Inculcating in the minds of the people healthy values and attitudes.

4.3.9 HIV-AIDS

HIV/AIDS is becoming a major issue which needs to be addressed urgently. It is estimated that 70,000 to 80,000 persons (0.1 per cent) of the adult population in Pakistan) are infected with the HIV virus. Prevalence is higher among vulnerable groups, including drug users and commercial sex workers who have insufficient access to information about HIV and STDs (sexually-transmitted diseases).

Pakistan has developed a national HIV/AIDS strategic framework which will require intensification and scaling up if it is to effectively combat a widespread incidence of HIV/AIDS in the country. On a more wider level, this menace may be effectively checked through a comprehensive advocacy strategy using media and educational interventions. In the context of education, HIV/AIDS issues will be addressed through information/awareness about preventive methods in the adult literacy curriculum as well as in the course curriculum for technical and vocational training.

4.3.10 Resources

i. Human Resources:

- Each literacy center will be provided with one literacy teacher preferably selected from the same community. Under the ESR 45,000 literacy teachers in the first year, 90,000 in the second year and 135,000 in the third year will be required. Services of these teachers would be required for one year for completion of 2 cycles of general literacy. After completion of ESR (beyond the year 2005) on the average 100,000 literacy teachers (in every year of the plan) will be employed for a period of one year.
- Trade/Vocational skill teachers at the rate of 2 teachers per center would be recruited for trade/vocational/functional

literacy centers. As an alternative services of experts in vocational skills and trades may be hired as master trainers on contract/daily basis. A total number of the above category teachers required during the 1st, 2nd and 3rd phases of the plan worked out to be 280,000, 260,000 and 180,000 respectively.

- Additional administrative/management, supervisory and supporting staff will also be required to run literacy centers, vocational centers and others. An estimated number of 1,350 posts of literacy administrators/managers and 7600 literacy center supervisors will have to be created to run the literacy centers and NFBES envisaged to be opened under NPA.

ii. Financial Resources:

Phase-wise total cost for literacy inputs/programmes comes out to be Rs.53,439, 58,021 and 68,516 million for the phase I, II and III respectively. The total cost for the plan period (2001-2015) would be around Rs.180 billion. Out of it, Rs.51 billion (28 %) will be the development cost and Rs.129 billion (72 %) the recurring cost.

4.4 IMPLEMENTATION MECHANISM

The programme will be implemented by the District Literacy Department through NGOs/CBOs. NGOs will be identified along with sites through government agencies and private firms. A unit of 50 schools will be allotted to an NGO in sub-zonal district. Communities interested in establishing Literacy Centres and NFBE community schools in their area will be required first to organize themselves in the form of an CBO or a Village Education Committee (VEC) and have a networking with bigger NGOs. The Government will offer the following inputs to NGOs:

- i. Salary of the teacher.
- ii. Learning material (free of cost).
- iii. Teaching aids (in kind).
- iv. Supervisory cost.

In turn the NGOs will carry out regular supervisory visits, deliver inputs and collect reports. Beside, facilitate Government functionaries in their monitoring and evaluation efforts, both through written reports and surprise checking on the spot. NGOs showing excellent results will be recommended for wider responsibilities and awards etc. Whereas release of grant will be suspended to NGOs that fail to produce satisfactory results. Detailed TORs and an agreement will be signed with the NGOs.

4.4.1 Implementation Strategy for NFBES

- i. Establishment of Field Offices.
- ii. Selection of NGOs and Sites/Areas:
 - a. Advertisement in the Media.
 - b. Identification of the Sites/NGOs through survey and Government Agencies i.e. Social Welfare Department, District Education and Literacy Departments and Local Government and Rural Development.
 - c. Conventions of the NGOs/allocation of the schools and areas.
- iii. Training of Master Trainers, Field Functionaries, Trainers and Teachers.
- iv. Procurement of equipment and material for officers and schools.
- v. Distribution of material.
- vi. Promotion of Communities at local level.
- vii. Registration of the students.
- viii. Teaching/learning activities at school level.
- ix. Supervision/Monitoring of the schools and feedback.
- x. Periodical review meeting at different level of operation.
- xi. Refresher Courses
- xii. Evaluation.

4.4.2 Selection of Sites

At the stage of implementation, lists of Villages/Dhokes/Goths without primary school may be prepared through the following sources: -

- i. District Education Officers may provide a list of localities where there is no primary school or no girls' primary school.
- ii. District Governments may be requested to provide the information through union councils. The union councils may compile such information as a routine exercise.
- iii. NGOs/CBOs Private citizens may identify such localities.

- iv. Private firms/third party will identify the location for establishment of school/center.

Teachers, mainly females, will be recruited from the local communities. This will eliminate absenteeism which plagues the formal system. To ensure that the above stipulation is met if needed normal age and qualification requirements will be relaxed. This is especially so in remote or under-developed regions. Any lack in educational qualifications will be compensated by intensive pre-service training of the selected teacher.

4.4.3 Training of Teachers

The District Government (District Literacy Cells) will develop the curriculum and contents for the training of teachers and other field functionaries, in collaboration with different agencies. Courses for training of Master Trainers and key functionaries will be held at national and provincial levels. Whereas, the teachers will be trained by the Master Trainers at the zone and sub-zone level.

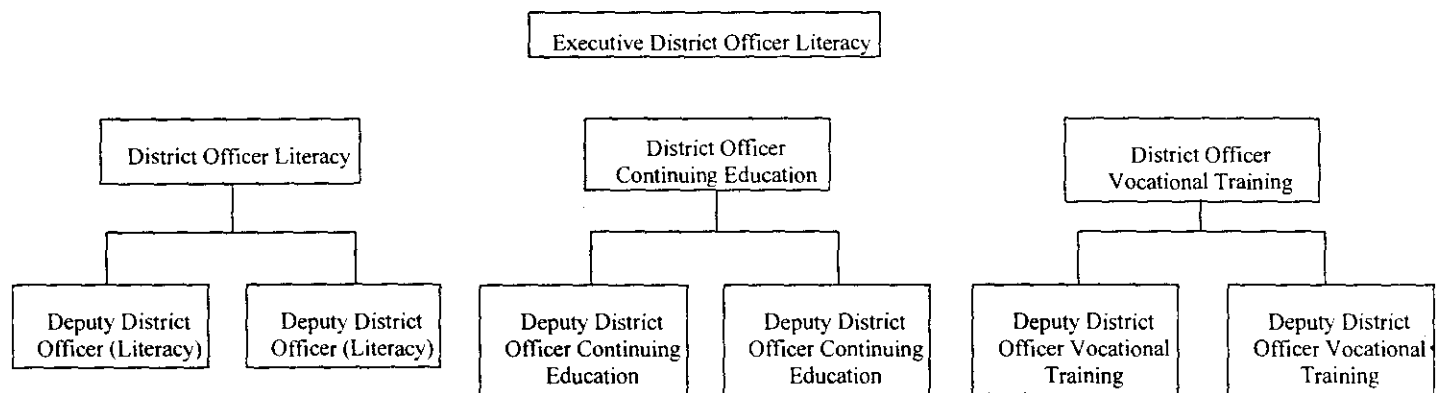
4.4.4 Examinations, Certification and Equivalence

Final examinations will be conducted by Examination Teams headed by authorized representatives from the respective District Education Office. Final certificates follow same criteria and procedures prevalent in the Province. Learners qualifying the final examinations will be awarded Primary level certificate endorsed by District Education Authorities and they will be eligible for admission in 6th class in formal schools.

4.5 MONITORING AND EVALUATION

Monitoring and Evaluation mechanism will be specified in the provincial and district plans.

Organogram of District Literacy & NFBE Department



Note: The number of deputy district officers would depend on the number of tehsils in the district

Adult Literacy Commitments

Made during the EFA Conference in Dakar, Senegal (2000)

The Six Goals of the Dakar Framework for Action:

The Goals Targets committed to in the World Education Forum, held in Dakar, Senegal in April 2000 are as follows:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
4. Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills.

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10 February 2004

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Pakistan Public Development Society
(PPDS)
26. **Mr. Akbar Javed**
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Primary Education, Quetta
27. **Mr. Irfan A. Awan**
Society for Community Support for
Primary Education, Quetta
28. **Mr. Rehmatullah Sadozai**
Helping Hand for Helpless People
(HHHPO)
29. **Mr. Shah Jahan Baloch**
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30. **Mr. Iqbal Hasan Xassi**
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31. **Ms. Zohra Batool**
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32. **Mr. Javaid Khan**
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33. **Mr. Sabir Hussain**
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34. **Mr. Shabir Ahmed**
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ESRA – Literacy
35. **Mr. Irfanullah Khan**
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- 50. Ms. Sabiha Fazal Mohammad**
Literacy Facilitator
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12 February 2004

Seminar Facilitators

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|--|---|
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| 4. Mr. Muhammad Ajmal Khan
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| 5. Mr. Mansoor Malik
Reporter
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- 39. Mr. Hur Abbas Bukhari**
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16 February 2004

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- 33. Mr. Sharif Haider**
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- 34. Mr. Zahid Afridi**
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- 36. Mr. Shabbir Ahmed**
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Provincial Technical Seminar-NWFP
24 February 2004

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| 4. Ms. Huma Mirza
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Participants

- | | |
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NWFP | 12. Mr. Mir Baz Khan
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| | 13. Mr. Sultan Mehmood
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- 14. Mr. Asif**
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- 17. Maj. Safdar**
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- 26. Mr. Muhammad Anwar Khurshid**
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3 April 2004

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11. Ms. Lubana Saif

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- 14. Mr. Raheel Nazeer**
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- 21. Prof. Attaullah**
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- 24. Ms. Sarwat Alam**
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- 25. Ms. Izza Farrakh**
Program Associate

**Lists of Members
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3-4 June 2004**

Seminar Facilitators

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4. **Ms. Huma Mirza**
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Participants

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3. **Mr. Anwar ul Haq**
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Punjab Textbook Board
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5. **Prof. Abdul Qadeer**
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Bureau of Curriculum
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11. **Mr. Mehboob Hasan**
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- 17. Mr. Jamaluddin**
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- 19. Zohra Rehmat Ali**
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- 20. Mr. M. A. Rauf Awan**
Deputy Director

Lists of Members

National Review Committee

- 1. Members Working Committee**
- 2. Members National Steering Committee**
- 3. Chairpersons Provincial Textbook Boards**
- 4. Secretary Department of Literacy and Non
Formal Basic Education, Punjab, Lahore**
- 5. Directors/Heads Provincial Literacy
Directorates**
- 6. Chairperson National Book Foundation**

Lists of Members

National Steering Committee

Chairperson of the Committee

Ms. Zobaida Jalal

Federal Minister for Education

Co-Chairpersons

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Joint Education Advisor, Curriculum

Dr. Rafat Nabi

Technical Director Literacy, ESRA

Members

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2. Dr. Mohammad Saleem, EFA Wing, Ministry of Education
3. Mr. Salman Humayun, ESRA
4. JICA-Representative
5. Dr. Iffat Farah, IED/AKU-Representative
6. Society for Community Support for Primary Education in Balochistan Representative
7. BUNYAD (Punjab)-Representative
8. UNESCO-Representative
9. Save the Children-Representative

ICT ADULT LITERACY PROJECT ISLAMABAD
Taleemi Chowk, G-8/4, Islamabad.

INFORMATION/PROGRESS OF THE CENTERS

Teacher's Name _____ Father's Name _____

Address of Center & Union Council _____ Village _____

Mohalla _____ Street _____ H. No. In Which Center is established _____

Name of owner of the House (where centers is established): _____

Important place near the center _____

Date of Establishment of Center _____ Timing of the Center From _____

_____ TO: _____ Contact No (Telephone) _____

No. Course Covered so far: Urdu (Reading) Page No _____ (Writing) Page

No. _____ Math Page No. _____ Qurrani Qaida Page No _____

Detail of Material received /available in the center: Chair, B, with Stand

Sign board Tarpal , Alamarah ,Table

Note Book (Urdu) _____ Math _____, Book's: Urdu Reading _____

Writing _____ Math _____, Qurrani Qaida _____;

Village Committee's Members _____

Name _____

Name of NGO (under which supervision center is established) _____

Monitoring Proformas

DETAIL OF LEARNER.

S.#	Name of Learner	Father's Name	I.D No.	Age
1				
2				
3				
4				
5				
6				
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11				
12				
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25				
26				
27				
28				
29				
30				

Signature of Teacher _____ Signature of Supervisor _____
Full Name _____ Full Name _____
Dated: _____

MONITORING REPORT OF ADULT LITERACY CENTERES

Name of NGO-----

Dated:-----

S.#	Name of Teacher	Father's Name	Address of Center	Date of opening	Status of Adult Literacy Centers							Remarks
					Center Functional	Non-functional	Student Registered	Student Present	Learning Status			
									Urdu	Math	Quranic	

Signature of Teacher:_____

Date

Signature of Supervisor

- 1.
- 2.